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Tackling the Higher Education needs of Kenya by the establishment of a private university franchise

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TACKLING THE HIGHER EDUCATION NEEDS OF KENYA BY THE ESTABLISHMENT OF A PRIVATE UNIVERSITY FRANCHISE

Submitted by: Christopher Nigel John Drew

**For the degree of EdD
of the University of Bath**

2009

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CNJ DREW

CNJ Drew

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Abstract

It is now generally accepted that to enable developing countries to compete in the global economy and be in control of their own destiny, the development of higher education (HE) should be a vital part of policy. The Kenyan economy is at a tipping point where skilled graduates are required but a lack of funding for HE means that only a small number of students are entering university each year. The aspirations of increasing numbers of qualified students are not being met. Without exploiting the potential of its population Kenya will remain impoverished. At the time of writing this thesis the Kenyan Government had no policy for increasing access to HE.

This thesis focuses on tackling this dilemma by establishing a private university franchise operation in Kenya in partnership with London University utilising Information Communication Technologies (ICTs) and blended learning. The thesis utilises a case study of such a private HE college in Kenya in partnership with the University of London External Programme. I have been tasked with the management of the design, implementation and evaluation of the institution.

The research field contains little assessment of the processes and outcomes of franchised HE in developing countries in Africa. The thesis aims to make a contribution to the research field in this regard. This thesis also looks at the process of creating a blended learning environment from initial problem analysis, through design and development, to implementation and evaluation. It draws on research literature and empirical work including interviews, diaries and questionnaires involving both staff and students. By outlining achievements, challenges, tensions and pitfalls it is hoped that the thesis can have a practical and professional significance and that insights can be drawn for HE institutions and policy makers in developing countries.

CHAPTER ONE

1.1 INTRODUCTION

This chapter is a general introduction to the thesis as a whole. Firstly it outlines the area covered by the thesis and briefly describes the context of the establishment of a private university franchise operation in Kenya through a partnership with London University utilising Information Communication Technologies (ICTs) and blended learning. The research questions are clearly stated. The delimitations and limitations are noted. Finally the structure of the thesis is outlined.

For developing countries to meet the challenges of the global economy they need to invest in higher education. The ability of a country to compete successfully in the global economy is *“seen to rely on the production of higher value-added products and services, which are in turn dependent on knowledge, especially scientific and technological knowledge, and on continual innovation”*..... *“While the utopian linking of higher education to economic development has come under criticism”* (Naidoo, 2008) *“knowledge is nevertheless seen as the source of competitive advantage in today’s global environment. However the social and public good nature of higher education has also come under increasing scrutiny”* (Sall, Lebeau and Kassimir, 2003). Higher education is therefore increasingly important to the developing world across many dimensions. However the obstacles to greater access to HE are many, from cost to quality from physical facilities to the lack of teaching staff (World Bank Report, 2000a). In Kenya political instability and unrest on campuses have added to the problems. Yet it is the developing world’s large and growing young population which is potentially its greatest asset. In this context one solution involving blended learning in partnership with a more established, better resourced, higher education institution in a high income country is investigated. This may offer the possibility of leapfrogging the need for years of infrastructural development. Blended learning may be able to provide the balance between imported quality content through ICTs and local teaching via face-to-face contact.

Thus the establishment of a private university franchise operation in Kenya was born out of the problem of how a country like Kenya can educate a greater proportion of its population beyond secondary level. This thesis follows the implementation, development and operation of such a franchise: Simba College, as a case study. The identity of the case

study college has not been revealed, the name of which has been changed for ethical and legal reasons. Technological development in Kenya is enabling its businesses to evolve to the point where they need employees with high level skills such as critical thinking, ability to work as a team or solve problems as an individual. So the Kenyan economy is at a point in its development where additional skilled graduates are required but a lack of opportunity means that only a small number of students enter university each year. Due to financial constraints there are no plans to extend the number of places in state universities yet the number of qualified students keeps increasing. Things are getting worse not better and solutions to the problem are not being researched to any great extent by the local or even international academic community. This thesis aims to tackle this shortfall in the academic knowledge and to make a small contribution towards providing insights for a working solution using a private university franchise operation. This thesis discusses and analyses the development of Simba College to deliver a blended learning approach to higher education (HE) in partnership with a UK institution as a vehicle to increasing access to Kenyan students who do not have the opportunity for such study.

There are many areas of opportunity and threat to a private university franchise operation in Kenya. The review of the literature indicates that such an institution has the potential to make a difference to Kenyans who want a HE but are currently ‘locked out’ due to access issues: be they financial or a lack of places at Kenyan universities. This thesis considers the possibilities and the limitations of providing higher education by a local private university franchise in partnership with The University of London External Programme (ULEP). In this way it is hoped to develop a possible strategy which may be replicated to help provide part of the solution to Kenya’s HE needs. This will be studied by reviewing the relevant research literature and by analysing the development of a case study institution: Simba College. The research followed the students and teachers at the college during their first term. The development and implementation process is described; firstly identifying the needs (the objectives, requirements, risks and constraints); secondly identifying the blend (to match needs to delivery options); thirdly the design of the solution; fourthly to implement (test and launch the college); and finally to evaluate (what are the best practices and standards).

A review of the research in this area indicates that while there is a growing literature on franchised and private HE in general, the research on students and staff experiences of learning in such institutions in developing countries is limited. In addition, very little empirical evidence on franchised distance learning and its consequences exists in the

context of developing countries in Africa such as Kenya. The research is also important as it is carried out by a participant observer with twenty years of experience of being an educationist in Nairobi. There are many important questions that arise from the consideration of the use of such an approach to providing HE. Issues include finance, culture, social, curriculum and pedagogy. Simba College faces both possibilities and pitfalls: Possibilities for expansion through increased access and a market with few boundaries: Pitfalls in terms of quality assurance (QA) and reputation, possible political and legal difficulties with the Kenyan Government, the possibility that financial issues will take precedence over educational issues, and concerns over pedagogy, i.e. the nature of learning and the evaluation of successful learning and teaching in this context.

This thesis hopes to make a contribution to the research area by developing, implementing and analysing the case of a private university franchise operation in Nairobi. The thesis also hopes to make a contribution to the world of practice by developing insights into the setting up of such a local institution and to identify the barriers, advantages and limitations.

Kenya's increasing demand for university enrolment, coupled with a scarcity of places, has, therefore, created the urgent need for an immediate solution. Out of this dilemma has grown the decision to explore the possibilities of a way out utilising partnerships with established British universities. Such institutions have the capacity to provide distance-learning to Kenyan students and the training required to support such courses. Partnership between UK universities providing distance learning content and Kenyan institutions providing face-to-face teaching in a blended learning environment may thus be one solution. The extent to which a local partnership with a reputable western institution, using blended learning, can make a small contribution to this problem is explored in this case study. The thesis follows the development of the college where costs for students are kept to a minimum and where the lack of a high level of local expertise can be addressed through the use of externally supported and developed courses delivered through the Internet. The local face-to-face delivery in turn is monitored externally as part of the QA process. Answers to some of the challenges are suggested, and collectively these answers explore the key research question:

Can the establishment of a private university franchise operation in Kenya, in partnership with London University, utilising blended learning, play a part in the solution to Kenya's HE needs?

In answering the key research question, the following additional research questions were also posed:

- How is it best to tackle the shortfall of places in Kenyan HE?
- How can we keep tuition costs to a minimum?
- How can we best ensure that the partnership is mutually beneficial?
- How can we ensure that we deliver top quality teaching and learning?
- What teaching and learning styles will be encouraged by Simba College's use of 'blended learning'?
- What higher education curriculum will be required to meet the needs of Kenya's development as well as that of the individual?

The significance of this research is that it will assess, using a case study approach, the extent to which such an institution can provide a practical, albeit partial solution to some of the problems outlined. The research also makes a contribution to academic knowledge in this field.

1.2 STUDY LIMITATIONS AND DELIMITATIONS

This thesis has been written at a time of rapid change in models of the delivery of higher education beyond the home institutions borders and increasing interest in African development. This has brought many issues to the fore. One of particular importance is the time during which the thesis has been written. The changes to learning made possible by such partnerships, and the structure of such partnerships, continue to rapidly evolve. The lead taken by the UK Government, at the time of chairing both the European Union and the G8 through its Commission for Africa, to put Africa high on the development agenda, has also placed research into the role that HE can play within sustainable African development, high on the list of western government initiatives. The recommendations of the Commission for Africa to the G8 summit in Scotland during July 2005, confirmed this importance.

To ensure that the scope of this thesis is manageable it has been necessary to limit the research to Kenya's capital as one example of a developing country environment and British HE as the source of the course content and certification, specifically the University of London External Programme (ULEP). Thus due to time constraints the Kenyan questionnaires, diaries and interviews have been restricted to the Nairobi area, to Simba College and to the University of Nairobi over a four-month academic term. This will bias

the research in favour of an urban population and a single institution. I also acknowledge my own position and my interest in promoting a successful college and note that this may affect the interpretation I give to the findings. However, I have attempted to be as conscious as possible of my own position and as objective as possible in my analysis and interpretations.

1.3 THESIS ORGANISATION

The thesis has been divided into seven chapters. Chapter one is a general introduction to the research area, a statement of the research questions, and the environment into which Simba College will open. Chapter two will outline the background and context of the development and operation of the case study: Simba College. Chapter three gives an account of the rationale for and the nature of the Simba initiative, opportunities and limitations of using such an approach in developing countries and acts as the review of literature, defining the gap in the literature and defining and justifying the scope of this thesis. In chapter four, I will outline and justify my research methodology. The implications for this research, data collection and analysis, of my own position and role in the project, are made clear in this chapter. A comparison with other methods and a justification of the method adopted will be argued. Chapter five describes and analyses the findings of Kenyan students' attitudes and requirements for HE and that of the education community in Kenya prior to the opening of the college. I report the steps followed, how the research was carried out and what was inferred from the results. In chapter six I will describe and analyse the research of a sample group of students and lecturers in their first term at Simba College. The methods of providing quality education will be critically considered. Chapter seven makes recommendations for future research and practice. Issues beyond the scope of the thesis will be reported. Final conclusions to the strengths and weaknesses of the thesis will be made.

The next chapter explores the background and context of the Simba College initiative and looks at higher education in developing African countries with specific reference to Kenya.

CHAPTER TWO

THE BACKGROUND AND CONTEXT OF THE SIMBA COLLEGE INITIATIVE

2.1 HIGHER EDUCATION DEVELOPMENTS IN AFRICAN COUNTRIES

In this context Higher Education (HE) refers to all the non-compulsory provision of education beyond the secondary school leaving point. In this framework the term is used to mean all education at the tertiary level. The World Bank states:

Education at the tertiary level (International Standard Classification of Education, ISCED, levels five, six, and seven), includes universities, teachers' colleges, and higher professional schools – requiring a minimum condition of admission to be the successful completion of education at the secondary level, or evidence of the attainment of an equivalent level of knowledge. (World Bank, 2000a, p133)

Education at foundation level refers to one-year bridging courses between secondary education and university. These courses are very popular in many African countries, such as Nigeria and Kenya, as the last year of secondary ends a year earlier than in most other continents. These courses also provide fee paying students with an alternative access route to UK HE.

The institutions at undergraduate level can be classified into

- public universities – funded by the Government;
- private universities – privately funded, often religious;
- private colleges – not able to offer their own degrees.

There are seven public universities in Kenya that offer the whole range of HE courses and seventeen private universities offering a less extensive range of courses. Many other African countries have many more HEIs (Higher Educational Institutions). African universities are traditionally established by Acts of Parliament. In Kenya there are three in Nairobi and the others are countrywide; most African countries' academic institutions are concentrated in the main urban centres. Kenya is currently offering a unique two academic stream model: standard entry and the parallel programme. Students pay more for the parallel program, which is run literally in parallel to the normal courses provided. Universities were asked to run them outside normal teaching time to meet demand. This

program is putting a great deal of strain on the public universities. The main reasons for a lack of resources in African universities include (UNESCO, 1998 and World Bank, 2002a):

- logistics problems mainly associated with costs;
- lack of specialised teachers;
- inadequate security for the equipment;
- lack of qualified technicians for maintenance.

All universities in Kenya have to be established according to the 1985 Universities Act. There are currently seventeen private institutions, which have been accredited or are working towards the award of a university charter (MOEST, 2003):

- most are funded by religious organisations;
- most offer a limited number of degrees;
- all charge fees in excess of the public universities;
- they are all large campus-based institutions.

There are nearly six hundred private colleges throughout Kenya with the majority in Nairobi. They provide a range of specialist courses from business to law. The most common are Business Colleges and Computer Colleges. There are 110 computer colleges in Nairobi catering for about 10,000 computer students. Nairobi has an estimated college student population of 100,000 and graduates approximately 45,000 students annually. They all charge fees and mostly only provide academic facilities. Only very few, in partnership with Kenyan or foreign universities, enable students to reach degree level and there are only three which provide facilities to study for foreign degrees: The Australian University Studies Institute (AUSI) for Australian degrees, the United States International University (USIU) and the African Virtual University (AVU) for American degrees. (Institutional visits, MOEST, 2003)

In the context of the knowledge economy, higher education has been positioned by influential international organisations and powerful governments as one of the most important powerhouses for development and as an essential prerequisite for developing countries to escape a peripheral status in the global economy. (Naidoo, 2008, p45)

In Africa the immediate post independence period (1960's) did see a great deal of investment in HE “Universities were to educate the thinkers and inventors, the policy and

decision makers, the teachers of the teachers, the leaders of the leaders” (Samoff and Carrol, 2002, p67). However by the 1970/1980’s, SAP’s (Structural Adjustment Programmes) and a focus on EFA (Education for All) at the primary level, led to a deterioration of the HE sector in most of sub-Saharan Africa. *“By the 1990s, many universities suffered from deteriorating physical facilities and departing distinguished faculty”* (Samoff and Carrol, 2002, p80). Recently, privatisation and the global marketing of HE have encouraged an expansion in HE provision, this has gone hand in hand with the knowledge age and globalisation conspiring to push HE up the development agenda. *“HE is currently receiving unprecedented attention from international donors”* (Kassimir, Lebeau and Sall, 2003, p127). The independence of South Africa has also led to that countries developed HE sector looking for opportunities to expand into the rest of Africa. There is a growing interest in leveraging African development through HE. The argument is made that for a country to compete successfully in the global economy it must rely on the production of higher value-added products and services, which in turn depend on knowledge, especially scientific and technological knowledge, and on continual innovation. Through the use of ICTs and a skilled work force, counties in Africa can leap-frog over intermediate developmental stages and become economically successful. This point is made by Carnoy:

In this context, higher education in developing countries has been positioned as a crucial site for the production, dissemination, and transfer of economically productive knowledge, innovation and technology. (Carnoy, 1994)

According to the World Bank *“Higher education has never been as important to the developing world as it is now. It cannot guarantee rapid economic development but sustained progress is impossible without it”* (Task Force on Higher Education in Developing Countries, 2000b, p19). Current economic conditions also require a change in the nature of skills and its relationship to productivity. Future jobs in the developing world will require transferable skills, lifelong learning and greater cognitive ability. HE in developing countries is therefore expected to impart to students the academic, technical, social and managerial skills needed to enable them to take advantage of the knowledge economy. *“While arguments have been raised about the limits of seeing higher education as the most important source of economic development”* (Naidoo, 2008). *“Higher education remains important for developing countries. Moreover the social and public good nature of higher education”* (Kassimir, Lebeau and Sall, 2003) means that higher education is increasingly important to the developing world across many dimensions.

However, there are many barriers to the expansion of quality HE in developing African countries. The aging infrastructure, such as classrooms, laboratories, libraries and communication systems, needs to be replaced. Resources are often out of date and not localised in content. The provision of low quality content from developed countries more concerned with making money than improving education in Africa, a lack of qualified teachers (the so called ‘brain drain’) (Teferra, 2003), political instability, the colonial and post-colonial origins of the university system and the effects of structural adjustment policies (SAPs) have all contributed to a difficult environment for the development of HE in developing African countries, World Bank Report (2000a). Kassimir, Lebeau and Sall suggest some key questions for us to answer: *“What kind of global forces impact upon African Universities’ capacities to play a role in the public sphere? How do those forces influence the public universities as a social space that intersects with the agendas of staff, students, prospective students, parents, and the local community in which the institution is enmeshed?”* (Kassimir, Lebeau and Sall, 2003, p136).

Generally throughout Africa the reduced abilities or interest of governments to fund the necessary expansion of HE to meet the ever increasing demand whilst maintaining quality has enabled the private sector to step in. *“These neoliberal tenants of state retreat, competition and marketization have been adopted in many African countries.”* (Munene and Otieno, 2007, p467) Often these interventions are from outside Africa and do not allow for any local adaptation *“initiatives and reforms that are seen as external projects and for which no local individuals or groups are deeply involved in their survival are likely to be poorly integrated into other activities. Ultimately they prove unsustainable.”* (Samoff and Carrol, 2004, p110).

2.2 THE PRIVATISATION AND FRANCHISING OF HIGHER EDUCATION IN AFRICA

The expansion of the private provision of HE has been ongoing in most parts of the world since the 1960’s. In Africa, declining economies, increasing populations and constantly changing external influences from western governments and their neo-liberalist institutions, such as the World Bank, have all played a part in the shaping of the current crisis. Part of the initial research has involved looking through the literature for existing potential solutions to the research question: Can the establishment of a private university franchise operation in Kenya, in partnership with London University, utilising blended learning, play a part in the solution to Kenya’s HE needs? There were several possible

prospective partners with their own individual approaches, most were based on large scale fully virtual models and most were born in the developed world.

Kenya has the largest number of private HEIs in sub-Saharan Africa:

The education private sector in Africa is small but growing, with Kenya the country with the largest number of private institutions: 158. Where it exists, the private higher education sector includes universities, specialty colleges, open universities, distance learning institutions, and more. (Samoff and Carrol, 2004, p106)

Most of these private institutions have positioned themselves as providers of internationally recognised quality higher education courses and qualifications. Whether the content of such institutions lives up to the glossy packaging is another question. Saint:

distinguishes two different types of international partnership models to provide distance education: the franchised international program and the direct unfranchised international provision. (Saint, 2000, cited by Samoff and Carrol, 2004, p37)

In the franchised model *“a foreign provider of distance education enters into partnership with a local tertiary institution to offer programs on a joint basis. The local institution uses materials developed and licensed from the foreign provider, but takes responsibility for local management of the course and students. Depending on the arrangement, fee income may or may not be shared between the two institutions.” (Samoff and Carrol, 2004, p37)*

In the non franchised model *a distance education provider offers courses internationally, using the Internet and interactive email, and any student who has access to a computer with an internet connection and a credit card can take the course. (Samoff and Carrol, 2004, p37)* The approach taken by Simba College follows the former rather than the latter.

A number of variations of the franchise model have taken hold in Africa and many have made some use of ICTs. Two of the largest examples are the African Virtual University (AVU) and the partnership between the Open University in the UK and the Graduate

School of Business Leadership (SBL) at the University of South Africa (UNISA). Samoff and Carrol describe this partnership and the CAERENAD partnership: *“SBL offers a Master’s degree and diploma in Business Administration using course materials licensed from the Open University. Unlike the AVU model, course materials are adapted to suit local needs and students receive their diplomas and degrees from UNISA. A slightly different example of partnering for distance education is CAERENAD, a consortium of distance education programs in Mauritius, Senegal, Brazil, Chile, Costa Rica and Canada. This network was initiated by Télé-Université at the University of Quebec and funded by CIDA. Partner universities share and co-develop course materials for distance learning programs, accessible through the Internet”* (Samoff and Carrol, 2004, p38). UNISA is now providing a large number of courses to Africans across the continent on a fee paying basis via TV satellite, Internet and postal material. It is rapidly becoming one of the largest providers of higher education in Africa.

African universities retain the legacy of their colonial past: dependency. To a great extent, as in the west, they are predominantly the preserve of the ruling elite and are modelled on the western neo-liberal approach to HE. The new rapidly expanding private university sector continues in the same vein, the vast majority going into some form of partnership with universities from the immediate colonial past. These partnerships are predominantly dictated by the western lead institution. *“African universities” have become “instruments of Europe’s cultural penetration in Africa”* (Munene, 2007, p80). The AVU is one such development led by the World Bank which many argue has also promoted the neo-liberal western agenda for education. The AVU is described in further detail in the next section.

2.3 THE AFRICAN VIRTUAL UNIVERSITY: A POSSIBLE APPROACH FOR THE DELIVERY OF HIGHER EDUCATION IN KENYA

The African Virtual University (AVU) is a unique example of an Africa wide franchised private HE institution. Hanna and Latchem note:

The Nairobi-headquartered AVU initiative is designed to help make up for inadequacies in existing engineering, science, computer literacy, and business management degree and diploma programs in universities in anglophone (sic) and francophone sub-Saharan Africa. It is conceived as an international portal providing access to specialised teaching staff and digital library resources; enabling participants to tap into each other’s ideas, knowledge, and experiences;

leveraging existing universities; and promoting the emergence of new institutions to share ICT-based instructional resources. (Aguti, 1999; Diagne, 2000; Light, 1999; Materi, 2001 cited by Hanna and Latchem, 2002, p 118)

The African Virtual University (AVU) was established in 1996 as a World Bank initiative and began offering its first courses during July 1997 at the Kenyatta University campus. The original AVU program at Kenyatta University collapsed in 2002 in part due to the installation of inappropriate technology and in part due to resistance from local university staff. They saw its introduction as a threat to jobs and their tenure. The AVU aims to *“build capacity and support economic development by leveraging the power of modern telecommunications technology to provide world-class quality education and training programs to students and professionals in sub-Saharan Africa.”* (www.avu.org) The AVU management made, in my opinion, some fundamental mistakes. The lack of an adequate implementation plan for the integration of the AVU with its host universities led to a feeling that imported course content was attempting to colonise the local universities. Students even went on strike in Nairobi over this issue. *“Poor governance at Kenyatta University meant we were always arguing over small issues such as parking and payments. Kenyatta management insisted that the resources provided by The World Bank were (sic) maintained by their own staff and that we should provide the necessary training. Poor equipment maintenance also resulted in technical and management problems at the centres.”* (Interview with M Juma Nov 2004). The AVU came from the perception that the need to increase access and provide the HE demanded by governments in the global information age could be solved by a fully Internet based programme. There was strong resistance, not surprisingly, from the current educational establishment to external agencies running segments of HE in Kenya. This tension caused many problems. *“There were no lessons provided to us except for a talk at the start after which we were expected to use the internet and the computer centre for contact with the course tutors in the USA”* (First Year Kenyatta student interview).

The most obvious difference between the AVU and Simba College is one of scale. Simba College's initial costs can be compared with the costs of the AVU. While millions of dollars (\$7 million in the pilot phase alone, www.avu.org) have been spent developing the concept of the AVU, a similar college to Simba could be built and functional for approximately \$500,000. The management structure for the AVU is large and top-down the Simba structure is smaller and local. A great deal of money was invested in the Kenyatta University site, after only one year it was closed and taken over by the

university which now uses it to teach IT courses. The satellite communications equipment is now abandoned. According to the university the AVU did not live up to its promises of providing degrees and that it was left with many disillusioned students. The students on the courses actually brought the whole issue to a head themselves by going on strike when they were asked to pay for Internet access. The students had not been warned about this cost (Amutabi, 2000). The university also felt that the degree programmes it offered were more than adequate in meeting the needs of Kenyan students. *“Students at Kenyatta did not want to pay more for these courses when we already provided quality degrees”* (Interview: J Ongong’a, 2003). For public universities according to Kassimir, Lebeau and Sall: *“the imperative to compete with non-state providers for resources, students and status may clash with their efforts to engage the public sphere and address the public good”* (Kassimir Lebeau and Sall, 2003, p136).

In many ways the AVU in its original guise was destined to fail from the very start. Naidoo notes that commentators such as Hall, drawing in particular on the example of the World Bank’s African Virtual University:

have raised concerns that virtual education in combination with forces pushing higher education towards further commodification may harden the divide between high quality, high cost learning available to the elite and standardized low quality packages of information delivered at low cost with little interactivity or national relevance to many parts of the developing world. (Naidoo 2003, p253)

According to Munene the *“AVU represents the epitome of an alien project imposed on African Education”* (Munene, 2007, p77). Simba College has tried to avoid such pitfalls. It is independently financed and run by an autonomous management team, it uses the same course content as that used by students in the UK and has face-to-face lectures by UK inducted Kenyan lecturers. There will be no ‘second class’ service provision. The blended learning approach, it is hoped, will ensure that the learning opportunities are the right ones for Kenyans.

Kenyan HE reflects much of what is taking place in the rest of African HE and the next section presents an analysis of current Kenyan higher education.

2.4 KENYAN HIGHER EDUCATION IN CONTEXT

Kenya is a country of diverse geography, of mountains, deserts and an Indian Ocean coastline. It has an enthusiastic, young, hard-working population. Kenya continues to struggle with a burden of poverty, poor governance, lack of health care and an increasing population, which is currently 40 million and growing at 2.7% (UNESCO, EFA, p266, 2009).

The Kenyan Ministry of Education, Science and Technology (MOEST) through the Kenyan Institute for Public Policy Research and Analysis (KIPPRA), provided much of the data described in this section. In addition personal visits to various institutions were made during which hand written notes were taken for reference later. The demographic structure of Kenya and the neighbouring countries of Uganda and Tanzania indicate that over 50% of the population will be on the demand line for HE over the next decade (Ngware et al, Special Report No 7, KIPPRA, 2005).

Kenya will need to widen access to HE for the ever-increasing number of students who are currently finishing secondary education with excellent grades. This is not being achieved due to a lack of capacity in the public universities. There are approximately 100,000 undergraduate students from the 3,200,000 Kenyans in the tertiary age range (taken as 20 –24 years of age), (Ngware et al, Special Report No 7, KIPPRA, 2005). This does not even consider those from outside the tertiary age range who may require lifelong learning: further skill development or late entry into HE. There could thus be a further 8,000,000 people in the labour force age range of 24 – 55, and 2,000,000 retired Kenyans, over the age of 55 interested in HE (Kimalu et al, KIPPRA, 2001).

There are no plans to build any additional public universities, even though the demand for places is growing at a rate of 30% per annum (The Ministry of Education, Science and Technology, 2003-2006). The high cost of private university education abroad prevents this being a route for all but a small minority with the necessary finance. To meet this short fall in places private Kenyan universities and colleges are an increasing popular option for the growing middle class. In addition, as mentioned earlier, the public universities during 1998, admittedly under government dictate, opened a fee paying parallel programme, also known as Module2 study. Students in the parallel programme pay annual fees of around 150,000/- (this can reach 450,000/- for medicine) compared to the normal entry route, where they pay 50,000/-. In addition students are admitted to the

parallel programme with an average grade of C compared to the normal entry requirement of B+. (Interview with student enrolled on both programmes: studying English (normal route) and Law (parallel route), January 2009). Currently, the private and parallel programmes account for an annual intake of 7,000 places, with the public universities normal entry accounting for 10,000 (Ngware et al, Special Report No 7, KIPPRA, 2005). There is a growing tension between these two groups, particularly over the past couple of years, as the numbers in the parallel programme have grown and are predicted to exceed the number of students on the normal programme. *“Twice the institution [Nairobi University] has been closed after government sponsored students attacked PPS [Privately Sponsored Students] accusing them of having watered down the academic status of the institution”* (Munene and Otieno, 2007, p471). Often private institutions only provide courses such as business and IT and not high cost courses such as engineering and medicine, yet it is the high cost programmes that are in demand and required for national development. These high cost courses are provided by the parallel programme but cost the student 450,000/- (\$6,000) per annum.

This thesis was developed as a consequence of my concern that in the rush towards the millennium target of Universal Primary Education (UPE) many Kenyans educational aspirations are not being met. Many fail to proceed to secondary education and even fewer to HE with its very limited capacity. Just over 50% of eligible primary students were not able to gain access to secondary education in January 2005. (The Standard Newspaper, Nairobi, 6/1/05) The potential social unrest, when the newly energised UPE benefactors reach HE in eight years, could be disastrous. This research began with an investigation carried out to confirm what many writers have hinted at in the local media and in international papers: a continued increase in the number of Kenyan students at all levels of education, with a particularly strong demand for HE which is not being met. HE in Kenya is characterised by, among other factors: poor facilities, long delays to starting courses, delays in completion, social unrest, and a lack of confidence in the administration at universities. In an environment where Kenyan public universities have been effectively insolvent since the late 1990’s HE state provision has deteriorated both in resources and in its capacity to cope with ever increasing demand. The response has been to promote private-public partnerships, both locally and internationally. One local example is an international school delivering its own (both in teaching and curriculum) international teaching degree with Kenyatta University providing the certification. An international example is that of an Australian university providing content to Nairobi University but retaining certification.

Nairobi has approximately 550 colleges offering various professional courses. My institutional visits indicated that only the Australian University Studies Institute (AUSI) (Australian courses) and the African Virtual University (AVU) (North American courses) offer foreign degrees in any great number. Other institutions do offer some business and accountancy degrees. No institution offers the range of UK degrees proposed at Simba College. Owing to a lack of regulation, variations exist in the quality of training and in the fee structures available to the student. College student populations vary from 100 to 2000 students. Monthly fees paid by students range from KSh 4,000 to a high of KSh 60,000, (KSh 67 = 1\$). (Visits to colleges, see Appendix R)

2.5 DEMOGRAPHICS

Kenya's demographic structure characterises that of many developing countries, the vast majority of the population being of school age (60%). In contrast there are far fewer senior citizens (6%). (KIPPRA Web site, 2003/4).

This demographic structure is unlikely to change significantly in the next two decades for two reasons. Firstly, the current population growth rate of 2.7%, (UNESCO, EFA, p266, 2009) is far from having stabilised owing to the growth momentum it has already generated. Secondly, holding all other factors constant, the country's future student population (estimated at above 5 million) has already been born. (KIPPRA, Kimalu, P. et al, 2001). Thus demand for HE will continue to grow.

Table 1: Demographic Structure

Age Classification	1963	1989	1999	2006
Minors 0-19	5,482,955	12,637,370	17,159,865	20,231,768
Tertiary 20-24	815,363	1,902,934	2,577,199	4,737,552
Labour force 25-55	2,357,796	5,516,562	7,471,240	9,985,342
Retired 55+	619,979	1,386,770	1,878,143	2,245,643
Total	9,276,093	21,443,636	29,086,446	37,200,305

Source: (MOEST, 2005 and UNESCO, EFA, 2007)

Note:

- Minors are defined as all those individuals falling under the age of 19. They are the students at primary and secondary school levels.
- The tertiary category falls between the ages 20 to 24 and are secondary school leavers who attend colleges and seek employment.

- The labour force is primarily composed of people who are between the ages of 25 and 55. They undertake various forms of study in order to help them gain career advantages.

The country's demographic structure indicates that:

- The total population has steadily been increasing (average: 2.0% p.a.).
- Minors have maintained the largest proportion of the total population (about 60%).
- In absolute numbers the population has more than tripled in all categories over the past 26 years.

Table 2: Demographic Structure as a Percentage

Age Classification	1963	1989	1999	2006
Minors 0-19	59.11%	58.93%	59.00%	54.38%
Tertiary 20-24	8.79%	8.87%	8.86%	12.74%
Labour force 25-55	25.42%	25.73%	25.69%	26.84%
Retired 55+	6.68%	6.47%	6.46%	6.04%

Source: (MOEST, 2005 and UNESCO, EFA, 2007)

A look at the demographic figures in percentage terms (Table 2) indicates that:

- The proportions by age distribution have not witnessed any dramatic changes.
- The largest single age classifications fall in the school-attending category. The number of minors remains greater than those in the labour force category, even though the age category interval taken into consideration for minors was nineteen years as compared to thirty years for the labour force.

2.6 KENYA'S EDUCATION SYSTEM

Since independence, Kenya has had two main education systems. One that was known as the "7:6:3 system" which comprised of seven years at primary school, six years at secondary school and three at university and the current system of education referred to as the "8:4:4 system" and constitutes eight years in primary, four in secondary and four at the university level. There has been a great deal of debate as to whether the current system (8:4:4) should be replaced by an as yet unknown alternative (See Appendix A).

Government regulation of education is extensive at the pre-tertiary levels. This regulation is mainly through the system of national examinations. At the tertiary level, Government

regulation is mainly focussed on the polytechnic institutions. Colleges are the least regulated and university charters are being awarded due to the shortage of institutions in the country.

Table 3: Number of Educational Institutions

EDUCATIONAL INSTITUTIONS	1995	1996	1997	1999	2006
No of Schools:					
Pre-Primary	20,186	21,261	23,334	25,890	26,354
Primary	16,115	16,552	17,080	17,674	18,120
Secondary	2,878	3,004	3,028	3,034	3,289
No of Teacher Training Colleges:					
Primary	25	26	27	27	29
Secondary	3	3	3	3	3
No of Universities:					
Public University	4	4	4	5	6
Private University	3	3	5	6	11
Total	39,214	40,853	43,481	46,639	47,812

Source: (KIPPRA web site (2003/4, Otieno and Levy 2007)

Reviewing the data at the main levels of education for a period of eleven years (1995-2006) indicates that in Kenya:

- the number of pre-primary and primary institutions has increased. Given the current population structure the number of primary schools is at 96% of required total;
- the number of secondary schools has increased. However, there is still a shortfall of between 6,000 and 8,500 public secondary schools. On the other hand, there are about 600 private secondary schools, which remain out of reach for low-income earners. The general trend is for parents with the ability to pay fees to enrol their children in private schools, foregoing enrolling their children in public schools;
- while primary school teaching colleges have increased, the number of training institutions for secondary teachers has not increased;
- the number of primary schools witnessed the largest increase compared to the number of other institutions. This increase was 35.0% for the given period compared to a 13.0% increase for secondary schools. The increase in the number of primary schools is due to Government policy and donor funded projects.

Table 4: Student Enrolment in Kenya

	1990	1994	1996	1998	2002	2004	2006
Primary (000)	5,392	5,557	5,597	5,782	5,798	5,840	6,010
Secondary (000)	618	619	658	1,822	2,002	2,233	2,584
Public University	37,768	41,068	39,347	70,000	73,400	77,700	91,337
Private University	-	5,408	6,800	7,200	7,900	8,750	12,000
Primary	100.00	103.06	103.81	107.23	107.53	108.31	111.15
Secondary	100.00	100.16	106.47	284.82	323.94	361.33	418.12
Public University	100.00	108.73	104.18	185.34	194.34	205.73	241.84
Private University	-	100.00	125.74	133.14	146.08	161.80	221.90

Source: (Kimalu, P. et al. KIPPRA, 2001, Otieno and Levy 2007 and UNESCO, EFA, 2007). Note: - = no data available. Benchmarked 1990, except private universities 1994

2.7 STUDENT STATISTICS

The years taken into consideration were from 1990 to 2006. The number of students enrolled at primary school level has exhibited limited fluctuations in year-to-year enrolment rates. Student enrolment in secondary education increased rapidly from 1996 to 1998. This represented 7% difference from the 1990 base year figures (1994 for private universities). Only 40% of the students completing the primary schooling level continue to the secondary level. (KIPPRA, Kimalu, P. et al, 2001)

Only 6% of the students completing the secondary school level proceed to the university level. (KIPPRA, Kimalu, P. et al, 2001)

By 1998 there was an increase of 85% in the number of students enrolled in the public universities compared with the base year. This increase was due to the introduction of the parallel programme (Module 2). (KIPPRA, Kimalu, P. et al, 2001) The number of students at private universities has more than doubled from the base year of 1994 to 2006.

An analysis of the data provided above clearly indicates that:

- primary school students comprise the highest percentage of the total student population;
- the number of secondary/university students indicates that only a small percentage of the population are educated beyond primary level;
- the student population in the three main education levels indicates that students constitute over 22% of the country's population;

- the total percentage of the student population in all educational institutions could be as high as 30% of the country's population;
- the proportion of students over the labour force has been decreasing;
- approximately 140,000 students of those graduating from secondary school do not enrol in universities but seek training in colleges and other tertiary institutions;
- the national completion rate for primary and secondary currently lies at 35% and 55% respectively.

2.8 CONCLUSIONS TO CHAPTER TWO

The Gross Enrolment Ratios (GER) as a percentage in Kenya in 2005 make interesting reading: Primary 112%, Secondary 49% and Tertiary 3.0%, (KIPPRA web site (2003/4, Otieno and Levy 2007). The percentage of the Kenyan population, which has reached HE, is pitiful when compared to the developed nations. The UK Tertiary GER was 35% in 2005, with a target of 50%. A few Kenyans are able to pay for private HE within Kenya or abroad. The situation is likely to get worse since the introduction of Universal Primary Education (UPE) in Kenya became a reality in 2004, and with compulsory secondary education following in 2007, placing even higher numbers into the pre-tertiary education system. Since 2004 external funding for UPE has led to Primary enrolment (GER) exceeding 100%. Secondary enrolment has also rapidly increased since 2007. There has been hardly any change to tertiary funding and hence here the GER has only increased marginally. In my opinion, this situation needs to be urgently addressed.

The United Nations international development targets, which have neglected HE, include the provision of UPE in all countries by 2015. The 2004 donor funds made available to deliver universal primary education may have pulled resources away from HE.

Naidoo makes the case that:

The view that higher education offers lower individual and social returns than primary education held by powerful global regulators such as the World Bank, and which led to the systematic under-development of universities in parts of Africa and South America, has shifted. There is now widespread acknowledgement that access to quality higher education is essential for developing economies to escape their peripheral status in the world economy. (Naidoo, 2003, p251)

The demand for places in Kenyan HE is not being met and the Government's policies are not addressing this growing shortfall. King et al (2004) state that:

... the higher education systems of Africa have been neglected both by many of their own governments and by many external donors for twenty years. Yet they remain an absolutely critical component of the continent's aspirations to join the knowledge economies of the world. (King et al, 2004, p 35)

As Government is not solving the problem the private sector is stepping in to meet the unsatisfied demand for HE. Although there is undoubtedly a demand for HE care must be taken to ensure that the factors that would give Simba College global competitiveness are provided for in the curriculum and management structure. The quality offered in most Kenyan colleges fails to meet international requirements in fields relating to computing, communications technology and business.

What will the Kenya of the twenty-first century, within the information age and globalisation of world economies, require of its undergraduate and graduate population? Globalisation is the recent phenomenon of increasing worldwide interconnectedness. Information technology and improved telecommunications and transport have made the world 'a smaller place'. This has had an effect on the world's population, both socially and culturally. Cambridge cites Held to describe globalisation as:

the widening, deepening and speeding up of worldwide interconnectedness in all aspects of contemporary social life. (Cambridge in Hayden and Thompson, 2000, p180)

The Simba initiative of a private franchised HEI in partnership with the University of London External Programme, when considered alongside the demographic and economic conditions highlighted above, and in conjunction with the De Chazal Du Mée consultations (DCDM, 2000) and further management meetings during 2001, point to success as:

1. there is a large market and inadequate supply;
2. there are large profit margins;
3. there are favourable demographics in terms of a population structure which is unlikely to change in the next two decades;
4. there are dynamic courses ready to meet student needs.

5. The Kenyan public appear ready to accept the proposed Simba initiative.

Continuing DCDM consultations (2000 – 2003) noted the need to meet Government license and specific legal requirements; registration with Ministry of Education as well as industry requirements; credibility (reputation) and international partnership (affiliation); quality facilities (equipment); qualified personnel; quality assurance; broad based curriculum (multi-disciplinary college) and industry links – to follow the Commission for Higher Education November 2002 recommendations for strengthening college industry links.

To summarise, the state of HE in Kenya, as is the case in much of Africa, is generally poor and lacks effective quality assurance (QA) mechanisms. Additional universities are urgently required. Large classes encourage didactic teaching and the parallel programme encourages better resourcing and teaching to those who pay more. Student unrest and political crisis further exasperate the situation. While many solutions are posed one way out may be the use of a private HEI in partnership with a reputable western institution.

The next chapter will provide an account of the rationale for and nature of the Simba initiative.

CHAPTER 3

AN ACCOUNT OF THE RATIONALE FOR AND NATURE OF THE SIMBA INITIATIVE

3.1 INTRODUCTION

This chapter reviews the research in the field to determine the extent to which a private university franchise operation in Nairobi can play a part in the solution to Kenya's HE needs. Three key aspects of the Simba College initiative are explored in this chapter: the mode of delivery of the programme, its nature as a private commercial enterprise, and the franchising of an overseas university programme. The existing literature in these areas will be reviewed and the contribution the thesis makes to current knowledge highlighted.

The purpose of this literature review is to explore potential answers to the key research questions by looking at similar situations identified in the literature. The literature review has, therefore, explored a range of research on the e-learning revolution as it impacts on the modes of HE course delivery, partnerships between HEI in the UK and Africa, the private university, the franchising of HE, and globalisation as it affects HE. Can HE through a private commercial enterprise and the franchising of an overseas university programme be used to increase the number of students in Kenyan tertiary education whilst keeping costs low but quality high? The literature review focuses on how organisations have applied the private franchised HE approach and e-learning to the delivery of quality HE. Some effort has gone into separating the hype of the use of ICTs for delivery of HE by the 'early adopters' from the more pragmatic approach of the 'late adopters'. Here the review has focussed on contrasting literature, some of which supports an optimistic rhetoric for the solution, and some a pessimistic rhetoric.

This chapter starts by marking out the benefits and territory covered by the literature review. It then goes on to place the thesis in an historic context and looks at the strengths and weaknesses of the various partnership approaches used to deliver distance learning. The limitations and opportunities for the use of ICTs in HE delivery are reviewed. The chapter also reviews literature areas which are of relevance to the case study. Finally as a conclusion to the literature review the main requirements to ensure Simba College is a success are summarised.

It should be noted from the start that the physical development of the college occurred in parallel to the literature review and the research. My position as Chief Executive Officer (CEO) of Simba Schools and Simba College needs to be clarified at an early stage as this will have influenced the approach taken in the research. The implications of this for the research, data collection and analysis will be left for the next chapter on the methodology of the research. As CEO I was tasked with the development, implementation and evaluation of Simba College, and as such it is obvious that I had a vested interest in it being a success. As explained in more detail later, I have taken measures, in the data collection and analysis, to reduce any bias that this may cause.

In this chapter I explore the contribution of the literature to support the development of Simba College. I have done this by dividing the literature into that which argues a positive perspective (optimistic-rhetoric) and that which makes the counter negative argument (pessimistic-rhetoric). The terms in brackets are taken from Reynolds, Treharne and Tripp (2003). Thus the development of the college has been grounded in the currently available literature. It should be noted that this literature review must be seen for what it is: a snap shot of a very dynamic subject area. The conclusions drawn and the lessons learnt and applied to Simba College may not be appropriate in the future or if applied to a different institution.

3.2 THE LITERATURE REVIEW PROCESS AND BENEFITS

A search of the US Department of Education's data base of journal and non-journal educational literature: Educational Resources Information Centre (ERIC), The British Education Index (BEI) and the International Centre for Distance Learning Database yielded more articles on students studying subject courses using the Internet and virtual universities than articles on franchised private partnerships between universities in the developed world and the developing world or modes of course delivery such as blended learning. Most of the references were focussed on the large number of courses which are wholly Internet mediated, and mainly for business and IT applications. The use of JANET provided several titles of the more relevant books held in the Bath University library and other academic libraries. A search of the Internet and electronic journals using Sage Journals Online, Carfax Online, UNESCO's website and the BC website was more successful and led to a number of relevant papers.

As part of this research process the literature review plays a significant role. As technology continues to develop, at an ever-increasing rate, it is important not to lose sight of the important fundamentals of development in the field of education. Much of the literature surrounding such a rapidly changing environment is in the form of electronic journals and web pages. In addition even as one completes a search of the literature the word 'current' soon becomes meaningless. Thus it must be noted from the outset that the main literature review was carried out from September 2003 to February 2009 and has focussed on ICT mediated private partnerships in HE between Kenya and the West (mainly the UK, Australia and the USA) from the 1980's to 2008. The benefits of a literature review are numerous. As Latham has stated:

a researcher undertaking a study can gain considerable clarity, focus and support with the assistance of the literature. It is essential for researchers to examine the origins of current thinking, learn about the tensions inherent in various approaches and beliefs and how other researchers have attempted similar issues, and broaden overall knowledge in the field(s). (Latham, 2004, p106)

The literature review will also justify the methodology used. Wallace and Poulson state that:

A brief review of relevant literature relating to the methodological issues or problems arising from your attempt to find an answer to your research questions will help you justify what you are doing by reference to others' approaches. (Wallace and Poulson, 2003, p52)

During the early part of the review of the literature it has become obvious that ever growing numbers of higher education institutions (HEIs) are offering various undergraduate and postgraduate courses, over the Internet, in partnerships with other cross-border HEIs. More often than not these partnerships follow a franchised model. There is some literature, which provides a sobering warning for those venturing into this field; the landscape is littered with failure. University planners and policy makers in the West are looking closely at the benefits and limitations of the various approaches to partnerships with cross-border universities. It has not been feasible to review all the literature related to such a broad topic. This literature search has, in addition, covered theoretical issues which impact on course delivery such as; the industrialisation of teaching: Fordism (Peters, 1991 and 1994) and communication (Holmberg, 1991);

distance education teaching: behaviourism (Skinner, 1957) and cognitivism (Chomsky, 1957); and finally theories of student learning: constructivism (Vygotsky, 1980 and Papert, 1980).

This chapter is thus a review of the relevant literature, which will sustain the development of Simba College in partnership with the University of London External Programme (ULEP) using Blended Learning for course delivery. It is important to start with such a review, without it there is a danger that a predetermined solution will be accepted without critical thought. The starting point taken is the history of distance learning and the finishing point the supporting evidence provided by the literature for the approach taken to the development of Simba College and the methodology used in the research. There are two guiding thoughts throughout the review: one is how best to use ICTs for course delivery at Simba College. The other is how franchised private partnerships live up to the hype that they will reduce the cost of HE whilst at the same time maintaining quality and increasing access. This has necessitated the initial consideration of many aspects of private partnership/ICT mediated distance learning such as e-learning, lifelong learning, e-mentoring, virtual education, higher educational needs of the developing world (including issues such as the digital divide, globalisation and skill development), cultural issues, QA and blended learning. This search has led to the investigation of the key factors promoting the effective use of ICT mediated partnerships in HE as well as those inhibiting such effectiveness. Finally as the review has become more focused the rationale behind the use of a franchised blended learning approach at Simba College has crystallised.

3.3 THE LITERATURE REVIEW TERRAIN

The use of a franchised partnership with the University of London External Programme necessitates the use of ICTs to deliver courses to students, remote in time and space, from the original course providers. From the very inception of distance education the arguments of whether such methodology can supplement or even replace face-to-face learning have raged. This argument has continued through the different ages of distance learning; the correspondence courses of old provoked as much controversy as Internet mediated courses do today. The literature research begins by focusing on the history of distance learning, the use of ICTs as a vehicle for distance learning in HE and then goes on to look at partnerships, franchising and the private provision of HE.

Changing the teaching process from face-to-face to distance or blended learning creates many challenges for institutions, faculty and students: course design; availability of technology; access; cultural aspects; social issues; developmental issues; globalisation and cross-border marketing issues; skill and staff development and QA. The privatisation of HEI and the franchising of western HE to developing countries have grown rapidly in the last ten years. Many argue that this rapid expansion in delivery of educational products has come at a cost: the prioritising of those most able to pay, both domestically and abroad.

Numerous authors discuss these challenges, both from a positive perspective as well as a negative one:

- Some focus on how to implement distance learning over the Internet (Eisenstadt and Vincent 2000; Eastman and Swift 2001; Kearsley 2000; Alexander 2002; Allen 2003; Cheol 2003); Most of these authors fall into the optimistic rhetoric and they outline many developments which in hindsight we can now see as having led to many project failures, similar to the 1980's dot com collapse.
- Some write about their personal experience with distance learning (Bernard 2001; Boadi and Letsolo 2004; Holmberg 1987 and 1995; Keegan 1986 and 1993; Peters 1991)
- Yet others focus on policy and organisational issues (Bonfadelli 2002; Castro and Wong in Evans and Nation 1996; Baber 2001 Maddux 2003).
- Many write focussing on virtual education in general (Hiltz 1995; Lee 1998; Robins and Webster (Eds) 2002; Simonson et al, 2000; Taylor 1997; Noam 1995).
- Some are concerned with the impact on students, teaching and pedagogy (Ellis, O'Reilly and Debreceeny 1998; Bennaars 1999; Doll 1989; Laurillard 1993; Loveless and Ellis (eds), 2001; Entwistle and Tait 1994; Markel 1999; Salmon 2005.) Taylor et al, 1993 look at student attrition.
- Others about quality assurance (Coleman 2003; Clarke, Butler, Schmidt-Hanson and Somerville 2004; Cheng 2003; Doherty 1997; Jones 2002).
- In addition many comparative studies have been carried out between Internet classes and conventional classes (Arbaugh 2000; Hodgkinson 2002; Moneta, G. and Moneta, S. 2002; Schoech and Helton 2002; Underhill and Olmster 2003).
- Other publications consider the economic, social and cultural impact of ICTs (Castells 1996/7/8; Bates, 2000; Ferrigno-Stack et al 2003) and issues of access (Naidoo 2000; Selwyn and Gorard 2003; Björck 1999).

- Some authors have documented grand projects such as the African Virtual University; The University of Phoenix Online; The Virtual University of Europe, VirtUE; and The University for Industry, Ufi (Amutabi 2000; Newman and Johnson 1999; Oh 2003; Turoff 1997; Juma 2002).
- More recently authors have turned to blended-learning as a solution to ICT mediated learning (Alonso et al. 2005; Motteram 2006; Singh 2003; Thorne 2003)
- The use of partnerships in the delivery of ICT mediated distance education (Crossley et al 2001; Samoff and Carrol 2004).
- The privatisation and franchising of HE (W Otieno and D Levy 2007; M. Ngware et al 2005; N. Stromquist; I. Munene and W. Otieno 2007; G. Wangenge-Ouma 2008).

All these challenges and issues are explored in the literature review and lead to a final conclusion that both the optimistic-rhetoric and pessimistic-rhetoric stand points have their strengths and weaknesses: Early over optimistic prospects have given way to more conservative expectations. Extreme solutions are unlikely to succeed in answering the main research question: Can the establishment of a private university franchise operation in Kenya, in partnership with London University, utilising blended learning, play a part in the solution to Kenya's HE needs?

3.4 THE SIMBA INITIATIVE

Simba International Schools currently comprise Simba Secondary School, Simba Preparatory School, Simba Early Years and Simba by the Sea Preparatory School. The schools deliver a UK curriculum. The college has thus been added to a portfolio of educational institutions. Simba College was opened in September 2005, using the site of the old Simba Preparatory School, which moved out of the city centre in 1999. I have been the CEO of the schools since 2000 and thus took over just after the primary school moved from its original site. When used as a prep school the site was occupied by nearly two hundred students. It has a 25m swimming pool and basketball-playing areas, nearby sports fields can be leased from the Government. There were twelve classrooms, a large hall, some parking facilities, a staff room, catering facilities, a library and computer rooms. All were in a state of disrepair (See Appendix B). Eventually the site was completely refurbished (See Appendix C).

The initial research and analysis provided many recommendations to the college management team to release the resources required to develop, implement and evaluate the proposed solution for low cost HE in Kenya. This was supplemented by meetings with UK university representatives (Simba Fairs, September 1999, 2000 and 2001), a consultation meeting in October 2000 with De Chazal Du Mée (DCDM), an auditing and financial advisory group based in Mauritius and in June 2000 with the manager of the University of London External Programme's academic programme development. All agreed that the college provides an excellent opportunity for investment in Kenyan HE.

The factors which are likely to ensure success are:

- The creation of credibility by offering internationally recognised certification;
- Facilities of international standards particularly in the provision of equipment;
- Qualified personnel with global experience and international credibility;
- Accessibility of a reputable institute within the setting of Nairobi.

The business plan combined local entrepreneurship and international accreditation in a focused common commercial initiative setting up a fully-fledged college providing support both academically and socially, to young and mature students to obtain British university qualifications at the former Simba Preparatory School site.

Simba College supports the delivery of some of the wide range of ULEP degree courses. These courses are supported at the college using a blended learning approach to delivery, using additional learning materials, supported by face-to-face tutorials. *"Our institution will be able to provide the necessary curriculum for Simba from our vast range of courses"* (Mrs D London, interview 2000). A college environment has been provided made up of; a library; access to electronic journals; interaction with student councillors and peers; university lecturers and sports facilities. Students can, if they wish, move seamlessly from Simba College to the UK to continue with their studies.

An important first step in the development of the college was to set up an appropriate financial structure. Support for this process was provided by DCDM Consulting Ltd. After several meeting between DCDM and the college management team they provided a financial plan to support the creation of the college, (DCDM, Agreement, 2000). It was recommended that for the first two years Simba Secondary School Limited hold the management contract for the college in respect to finance and accounting systems.

In this role it:

- raised funds to renovate the existing premises and set up the college (KSh10m, £100,000);
- facilitated arrangements with the ULEP;
- provided funds to fully resource and maintain the college
- put in place control and accounting systems appropriate for the college;
- will in the future seek to identify additional sponsors/donor funds for the expansion of the college programme and activities;
- oversees the administration of the college's finances, cash flows and accounts on behalf of the board of directors.

The college is providing franchised university education and training through ICT mediated teaching having selected a segment of 'most need and least provided in the region'. Differentiation is being achieved by providing UK degrees and QA to international standards.

The curriculum selection from the University of London External Programme (ULEP) was driven by the consultations with DCDM and Mrs D London (University of London). The college is, therefore, initially concentrating on undergraduate level education, and subjects such as Law, IT and Economics, as this is where there is the greatest market and lowest start up costs.

The next section locates the literature review in its historic context. It may be that the phenomenon we refer to is new but our societies are strongly anchored in the past. Why look back at what has happened in the past in this field? The historical study of education helps us to put the present educational systems in context.

3.5 THE HISTORY OF DISTANCE EDUCATION

It can be argued that distance learning is as old as learning itself, this thesis concerns itself with 'modern mass education' i.e. education from the nineteenth century onwards. Moore and Kearsley identified three generations of distance education:

- *correspondence courses and independent study via mail—1880s to present,*
- *open universities granting degrees to non resident students and study via broadcasting and teleconferencing— 1970s to present, and*

•*computer networks and multimedia added to deliver courses through phone, satellite, and cable lines—1990s to present.* (Godschalk & Lacey 2001: Moore and Kearsley, 1996)

In the last twenty years distance education has encompassed many different terms such as distance learning, open learning, flexible learning, virtual learning, self-directed learning, external studies and the more recent e-learning. It is important to define this vast range of terminology when describing education in the context of ICT mediated distance learning as there are a variety of interpretations. What is meant by terms such as distance education, e-learning and distance learning? Historically the term ‘distance education’ in Peter’s opinion:

refers to instruction by the exchange of letters between teacher and student, a process in which the contributions of both are usually based on specifically prepared and methodically developed course material. (Peters, 1994, p27)

This was the form of distance education dealt with by correspondence schools. The advent of the new technologies has changed the approach taken by most providers and users of distance learning. Crittenden provides a good working definition of distance learning stating that:

Distance learning is an educational process in which the teaching is conducted by someone removed in space and/or time from the learner. (Crittenden, 2002, p6)

Willis extends the definition of distance education to include a reference to technology and states:

[D]istance education takes place when a teacher and student are separated by physical distance and technology is used to bridge the instructional gap. (Peters, 1994, p v)

A definition of technology in this context used by Haughey is that: “*technology includes the notion of tool use, associated techniques, use of knowledge and materials, and social effects* (Haughey, 2001, p3). The American Council on Education adds that there is also a “*separation between learners and other learners and between learners and learning resources*” (Durall and Schwartz, 2000).

E-learning plays a key part in much of the literature under review and is defined by Monita as “*using the Internet and Internet-related technologies in instructional development and distribution of educational resources*” (Monita, 2002, p423) and Roffe as “*the provision of learning through computer-based processes or multi-media*” (Roffe, 2002, p41).

In addition Cheol states that:

all eLearning is characterized by (1) separation of time and/or place between instructor and learner, among learners, or between learners and learning resources;(2) interaction between instructor and learner, among learners or learners and learning resources conducted through one or more media, especially through the use of ICT; and (3) a teaching and learning process not limited by time and/or place. (Cheol, 2003, p140)

Thus e-learning can refer to online and campus-based or other distance-based provision supplemented with ICT in some way.

Open learning, now commonly associated with distance learning, is in the words of Castro and Wong:

normally used to denote access and equity of learning opportunities and flexibility of learning modes, and ‘distance education’ a physical separation between the teacher and student. (Castro and Wong, 1996, p117)

Hall adds that:

Conceptually, distance education aimed to extend access to those many students including those bypassed at an earlier stage of life, who could not gain entrance to a university campus. (Hall, 1996, p10)

The methods of delivery of distance education have also spawned their own range of terminologies: Correspondence Education, Computer-Aided Learning (CAL), and Computer-Assisted Instruction (CAI), to mention but a few. The method of study equally has its own phraseology: home study; independent learning; distributed Problem Based Learning (dPBL); teleconferencing and many more. Potentially, the development in

distance education during the last few decades using ICTs may well be the most significant. The rapid advances made in the speed of the transfer of data from one computer to another via the Internet using Hyper Text Markup Language (HTML) have driven the development of this method of communication. Connections between the source of information and the recipient are now virtually instantaneous. Ricketts describes the importance of HTML:

It is the combination of the universal resource locator (or URL, the connection that makes hyperlinks possible), and HTML, a flexible text format, that allows the web to serve as a remarkable resource for information. (Ricketts et al, 2000, p133)

Many technologies have been associated with distance education, such as: correspondence courses using the print medium of the eighteenth and nineteenth centuries; the audio-visual medium of the nineteenth and twentieth century and electronic mail and the Internet of the late twentieth and twenty-first centuries. The pessimistic-rhetoric would point out that correspondence courses using print are still common, particularly in the developing world where people can access the post but not other methods of communication. The production of 'hard copy' course materials has been part of the education programme for years and the supporting infrastructure is well established. New, high-cost, technologies are required to develop computer-mediated content. In addition, until large numbers of students are studying online the cost of the development of course material is prohibitive for the developing world. Murelli notes that the Open University:

spends more than 3 years for the organisation of a new course and it invests more than a million pounds, in particular to implement the technologies. (Murelli, 2002, p70)

Print, TV and radio use older, low-cost technologies. These older traditional distance learning media are still dominant in the developing world. Africa had its first university to deliver distance learning, the University of South Africa, in 1951. The Open University in the UK opened in 1969. Kenyatta University provides a large range of courses through its distance education department. This is mainly using print and radio. Most organisations in Kenya still use books, worksheets and national TV/radio services to provide training in a wide range of areas. There is also an expectation that any good education must involve

books, teachers and hand-outs. Even well-established and well-funded organisations like the OU have been slow to discard the more traditional approaches to distance learning.

The change that is occurring in the global HE field is driven by the need for countries to develop their human capital: a work force with graduate and technical qualifications is now seen as a prerequisite for economic development and success. The rapid expansion in the number of people wishing to study at HE institutions is a consequence of this requirement. It is no longer cost effective to provide traditional university courses to all those studying at the HE level. This is particularly true for older learners who are being required to up-skill during several points in their career path.

The optimistic-rhetoric argument notes that more and more institutions are now beginning to use satellite technology, e-mail and the Internet. For many developing countries this is becoming feasible through donor funding such as that made to the African Virtual University and the development of low cost hardware such as the \$100 laptop and cheap mobile phones. The development of these technologies is leading a rapid change in the way distance education is being delivered. It is easy to consider technology as contributing to hardware development only. The new multimedia software development is as important as hardware development. The old media supports a more passive and independent learning approach with learners usually only corresponding with their tutor. These distance-learning environments are now changing with the advent of ICT. According to Schrum and Hong this is enabling:

increased communication, interactivity amongst participants, and incorporation of collaborative pedagogical models. (Schrum and Hong, 2002)

Distance learning using the Internet allows for instantaneous (synchronous) and delayed (asynchronous) communications. This can reduce the feeling of isolation during study but equally can increase the stress of needing to perform and meet deadlines. Other advantages are the ability to distribute distance learning to regions of the world where the post is unreliable. Connectivity and having access to a computer are, however, a necessary requirement.

Blended learning may in some way be seen as a compromise between pure distance learning and traditional face-to-face learning. What is the difference between Internet-

based learning and Blended Learning? Langford and Harding cite Bourne who describes the required elements for an online course:

Of the elements, 50% is self-learning that occurs through computer-based training such as simulations, access and analysis of online data, and use of online materials such as readings, presentations, and tests. The remaining 50% of learning occurs with others through synchronous or asynchronous conferencing. Conferencing emphasizes interaction between student and student and student and faculty via forums, bulletin boards, listservs (sic), e-mail, and live audio-conferencing and video-conferencing. (Langford and Harding, 1999, p192 citing Bourne, 1998)

I would suggest that blended learning grows out of this description of Internet-based learning by reducing the 50% (or any other arbitrary amount) of learning occurring through synchronous or asynchronous conferencing and including face-to-face support. If the history of education shows us anything it is that effective education is delivered through a range of teaching methods.

The next section explores some of the issues, both positive and negative, surrounding the use of blended learning as a mode of delivery of the franchised courses from the ULEP.

3.6 BLENDED LEARNING AT SIMBA COLLEGE AS A SOLUTION TO THE DELIVERY OF FRANCHISED HIGHER EDUCATION

The traditional college with its campus-based teaching and learning is changing. Technological developments that are affecting so many parts of our everyday lives are also impacting on higher education. During the physical development of the college, which happened in parallel to the literature review, it became clear that a fully-fledged virtual learning institution was not viable. Most UK universities have moved towards using franchised partnerships that involve some face-to-face teaching at the partner or provider institution. The initial focus of this review was thus reduced in scope to concentrating on the most relevant literature for the college: the blended learning concept, franchised partnerships and how to maintain quality both in content and at the learner teacher interface. One can consider the many aspects that impact on the franchised private university concept: the technology, the need for a new pedagogy, the social aspects of the learning process, the cultural and social issues, the effects of globalisation, the marketing

of education, privatisation franchising approaches to HE, QA and many more. There is a great deal of academic research in some areas, such as the virtual learning field but there are others, such as case studies of blended learning private franchised institutions where there is very little.

It was proposed that the use of a blended learning approach would deliver HE to Kenyan students whilst addressing the needs highlighted in the literature. Blended learning is being promoted to bridge the gap between the opposing arguments regarding the use of ICT in post 16 learning. In many ways it can be seen as allowing us the best of all worlds: cost savings and increased access as well as student support, socialisation and quality assurance.

Thorne's definition of blended learning is extensive but worth quoting in full as it neatly summarises my thoughts on how this approach to learning is working in the college:

Blended learning is the most logical and natural evolution of our learning agenda. It suggests an elegant solution to the challenges of tailoring learning and development to the needs of individuals. It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. It can be supported and enhanced by using the wisdom and one-to-one contact of personal coaches. (Thorne 2003, p16)

Blended learning combines teaching methods, which occur in real time and in the same physical location, such as face-to-face lectures, or in real time but with a physical divide, such as synchronised online sessions. Some teaching and support may not occur in real time, such as asynchronous self-paced study. Some teaching is thus 'outsourced' by the franchising institution (ULEP) to the institution holding the franchise (Simba College) whilst some is still delivered by the ULEP.

Table 5: Learning approaches and choices

Synchronous physical formats	Instructor-led Classrooms and Lectures Hands-on Labs and Workshops, Field Trips
Synchronous online formats (live e-learning)	Online Meetings Virtual Classrooms Web Seminars and Broadcasts, Coaching, Instant Messaging Conference Calls
Self-paced, asynchronous formats	Documents and Web Pages Web/Computer Based Training Modules Assessments/Tests & Surveys, Simulations Job Aids & Electronic Performance Support Systems (EPSS) Recorded Live Events Online Learning Communities and Discussion Forums Distributed and Mobile Learning

Source: Singh, 2003, p56).

Using previously developed course material, local expertise, and having the ability to be flexible in the timing of study, such as a multi shift approach, are all helping to deliver lower costs and extend access. Blended learning at the college is using traditional forms of training and learning such as tutorials and lectures by local and international lecturers supplemented by online content.

Hodgkinson notes that her literature search provides evidence for two viewpoints:

This brief review has identified that for some there is importance attached to students having the opportunity to meet in person when pursuing an on-line programme. Whilst others argue that to engage the student, interaction is important but that this need not be face-to-face. (Hodgkinson, 2002, p208)

A key benefit of introducing the concept of blended learning into the development of Simba College was a pedagogical one. The move towards a technological solution to the needs of HE has, as shown in much of the literature, caused a rift in the educational community which blended learning goes some way to addressing. Those who favour the comodification of education look to technological solutions whilst others such as Piaget see the need to consider education as developing creative thinkers. Education must be about encouraging learners how to think not what to think. The blended learning approach does not allow us to fall into a mechanical method of instruction. The pedagogy developed by the ULEP is well documented (University of London Handbook for Centres, 1998) and supports active learning. There is a lack of comparative research between ICT

mediated distance education and face-to-face learning. That which has been carried out often analyses the delivery of a single course using variables concerning the learner, instructor, presentation, course content, outcomes, and the instructional environment (Schoech, 2000). Such studies have consistently suggested that no significant difference exists between ICT mediated distance education and traditional classroom face-to-face courses, but scepticism quite rightly remains (Peters, 2000). Van Melle and others (2003, pp269-270) summary of various research findings does not provide any conclusive evidence to promote or negate the concept that ICTs will radically improve learning. Several studies (McIsaac, Garson and Wegner) note that online learning leaves students feeling isolated, without stimulation and directionless. Vygotsky cited by Huang, through his theory of 'social constructivism' points to:

the critical importance of interaction with people, including other learners and teachers, in cognitive development (Huang, 2002, p29)

Thus face-to-face instruction, in addition to online materials, will be required to support cognitive development. The issues of learner isolation and indiscipline will not be solved by technological development alone despite the claims of Box, Bates and Lord that ICT can remove learner isolation compared to older distance learning methodology. Online learning, in reality, only provides information. Huang (2002) notes seven points when discussing constructivism (using learner's interest in the educative process) in adult learning:

1. *learner isolation;*
2. *learners should determine the quality and authenticity of their learning;*
3. *the role of the educator is one of consultant, guide and resource provider;*
4. *attempt to make learning materials and environments correspond to the real world (pre-authentication);*
5. *the process of learning should be more important than the result, this has implications for testing;*
6. *teaching and learning should be learner-centred;*
7. *Social interaction and collaborative learning construct knowledge* (Huang, 2002, p32).

Similar points are made by Naidoo citing Fabos and Young (2003): *Studies which have indicated that the quality of the learning experience is dependent on the interaction between groups of students and between students and teachers have raised questions*

about the extent to which technology can transmit deep understanding and the disposition and motivation for lifelong learning (Naidoo 2003, pp255-256).

Again Tu and Corry highlight the importance of community interaction even when achieved online:

A successful online collaborative learning community is an organization where community members engage intellectually, mentally, socioculturally (sic), and interactively in various structured and unstructured activities to achieve their common learning goals via electronic communication technologies. (Tu and Corry, 2003, p53)

Continued face-to-face teaching is likely to be perceived as important by both students and staff alike, and therefore the ‘mediation’ mentioned above usually involves a negotiation about the balance of learning methodologies. Moore and Kearsley note that:

a sense of isolation, lack of belonging, and “being out-of-control” occur more readily in a situation where learners are located at a distance from each other, than in traditional face-to-face or assembled education. In addition, the learning community is not a spontaneously occurring entity. Rather it is something, which requires planning and subsequent nurturing. We need special efforts on designing humanized, social interactions and organizational cultures. (Moore and Kearsley, 1996, p8)

Clegg suggests that *“The critical pedagogy approach re-focuses attention away from the functionality of e-learning environments back to the core relations between students and teachers and the conditions in which they and themselves interact and how shared knowledge might enable them to change their circumstances”* (Clegg, 2003, p51). Any use of e-learning would therefore involve a negotiation in which the decision not to use technology was as valid as the decision to use it. This approach according to Clegg would thus foster *“genuine innovative developments, which are driven by pedagogic, democratic and critical concerns”* (ibid, p51).

There has been some research to determine the effectiveness of the blended learning approach. Most are case-based such as the study by T Ponzurick et al, which looked at

delivering graduate marketing courses and analysed face-to-face education versus distance education. They note that:

based on the results of this study, distance education is seen by these students as a convenient but less effective and less satisfying alternative for delivering graduate marketing education. These results should give one pause to consider the implications. If we are to adjust courses to improve both effectiveness and student satisfaction with distance education, we must be cognizant of how these adjustments affect course quality and the learning experience. (T Ponzurick et al, 2000)

A long-term case study in postgraduate UK HE by Gary Motteram found that:

when we asked the participants whether we should move the whole of the module online for the F2F participants, the responses were more mixed. One person did express an interest in only having F2F sessions, but the majority (78%) of the teachers (14 out of 18; there were three non responses) expressed the desire to have a mixed diet. (Motteram, p28, 2006)

The main challenges to distance learning: motivation and effective assessment of student progress can be addressed by a considered 'blended learning' approach combining face-to-face lectures and coursework along with online distance learning content. The teacher evaluates student progress and also provides individual guidance. Motivation is maintained through direct contact at lecture time and with other students on campus. The Simba College concept was born out of a belief that higher education could be used to resolve the developing world's need for more opportunities for its citizens and for increased human capital to help lift developing countries out of poverty. This will only be possible if we meet student's expectations of quality. Wild and Henderson s note that: *"Tertiary education will necessarily assume a new shape in a communications-rich world, and be driven by developing customers' demands for greater sophistication, flexibility and cultural appropriateness in learning systems.... and the pedagogical materials for student learning"* (Wild and Henderson, 1997, p180).

Selwyn and Gorard make an argument for the use of e-learning/blended learning as fundamentally one of modernisation:

From a system-wide and institutional basis, much of the government's rhetorical positioning of e-learning has also been firmly based around 'modernising' post-compulsory education for the 'information age' and 'information society'. (Selwyn and Gorard, 2003, p171)

The UK Government makes six claims for the constructive impact of e-learning in the HE domain in its publication 'Get on with IT' (DfES, 2002) and explored by Selwyn and Gorard:

economy, employment, modernisation, organisational efficiency, empowerment of the individual learner and social equality. (ibid, 2003, P170)

On the other hand the great promise of distance education institutions made by some authors, Taylor (1997), will only be fulfilled if there is some measure of QA. These same authors note that the offer of:

courses on-line and for credit through a lesser known distance education school that has none of the burdens of six layers of administration and numerous athletic teams, the differences in higher quality, lower cost and greater convenience will quickly erode the protected market now enjoyed by the academic elite. (Taylor et al, 1997, p 349)

Research on the possibilities of providing higher education through franchised distance learning at private institutions using ICTs is divided, some supports the “*no significant difference*” argument (optimistic-rhetoric) others support the notion that learners become isolated and despondent (pessimistic-rhetoric). (May and Short, 2003, p673-673). The reputation and kudos of studying at universities, such as Oxford or Harvard, has been maintained for centuries. It is now possible to receive identical qualifications from these institutions without ever attending the ‘mother’ institution. Is this the same? Will the local institution provide people with the relevant social interaction and ‘soft skills’ such as self-awareness and communications skills?

Simba College will enable ICTs to support current learning methods not replace them. The gulf between both the pessimistic and optimistic-rhetoric is being addressed using the Simba College approach with the application of blended learning in the HE environment. A more pragmatic approach was necessary, to ensure that the needs of all stakeholders: students; educationalists; lecturers; employers and politicians were met. The Simba approach is based on blended learning enabling students, both young and mature, to study British degrees in Nairobi whilst being supported locally by Nairobi University lecturers and Simba College's facilities. *"Typically, private institutions have taken advantage of the public universities by hiring their ostensibly full-time professors"* (Levy, 2006, p7). Research by Khine and Lourdasamy has shown that the blended learning approach is most effective when *"face-to-face tutorials are activity based, CD ROM materials are authentic and contextually relevant, and marks are allocated to online learning to encourage optimum participation"* (Khine and Lourdasamy, 2003). Research by Williams (1999, p45) shows that the most popular element of web based/Internet distance learning courses is the use of online notes and not other aspects such as online discussions or practical work. Although the reasons for this are not made clear such findings would appear to support the belief that students use the elements of online courses that support most clearly their key objective: that of passing course units to enable them to obtain a good degree. The posted notes element and examination questions of the online courses are the main content of the online part of the blended learning delivered at Simba College. Khan's framework acted as a guide to the planning, development, delivery, management, and evaluation of the blended learning programs:

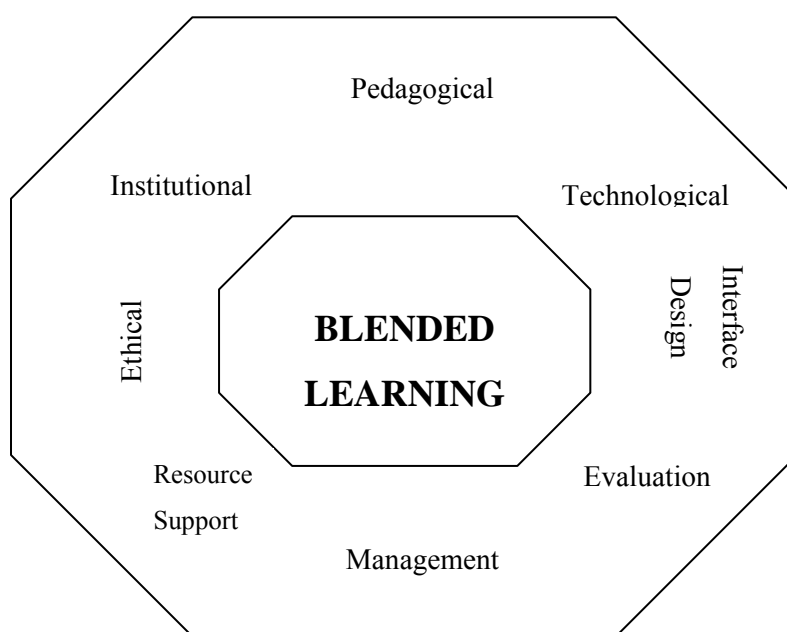


Figure 1. Khan's Octagonal Framework. (Singh, 2003, p52)

Each part of Khan's framework represents a category of issues that were addressed during the implementation stage of the college's development to harness blended learning effectively.

Simba College was registered with The Ministry of Education, Science and Technology (MOEST) in September 2002 and opened its doors to students in September 2005 with its first cohort of fourteen students.

3.7 PARTNERSHIPS

Partnerships and franchising in this context is taken to describe the same basic concept: that of a local or international HEI offering another institution its courses but retaining the certification rights. The number of partnerships/franchises has grown rapidly since the 1980's. Western universities continue to be aggressive in franchising their products but so have local public universities. Kenyatta University has over twenty local partnerships. There are many possible approaches to partnership between HE institutions. They range from relationships where one institution is totally dominant to a really democratic relationship with both institutions contributing equally. The type of partnership is also mirrored in history. *"Significant differences between the different colonial masters affected and shaped the continent's higher education"* (Otieno and Levy, 2007, p3). East Africa encouraged local private religious developments whilst West Africa encouraged students to study in France.

More recently as noted by Samoff and Carrol:

After a period of conscious neglect and dramatic deterioration, higher education in Africa is again attracting external attention, with an emphasis now on "partnerships" rather than "aid." (Samoff and Carrol, p67, 2004)

We often hear those at the top in education arguing for more support for education in developing countries. Through blended learning mediated courses, UK universities can make a real difference to the lives of people in the developing world. The new technologies, a global approach to and the comodification of HE, allows for a new range of methods of collaboration. For many developed countries the costs of setting up quality distance/directed/open-learning materials are already being met to provide access to students in the home nation. Thus, it is possible for universities not to pass on the full

costs of course development to those least able to pay. This has its parallels in the pharmaceutical industry where rich nations subsidise the poorer one through the licensing of generic drugs. Sarah Guri-Rosenblit and Samoff and Carrol note that:

E-learning constitutes an important tool for strengthening partnerships between academic institutions within any particular country and across national borders.
(Sarah Guri-Rosenblit)

Amidst the many activities labeled (sic) 'partnerships,' those that seem to us to hold the most promise for the sustainable development of higher education in Africa involve direct interaction and collaboration between higher education institutions. (Samoff and Carrol, 2004, p68)

The partnerships between HE in Britain and the developing world can make a difference. Until recently the focus on such partnerships has been through government aid via public universities. This is changing as public HE institutions become more business orientated, with a need to build their own additional income and as more private institutions are created. It is likely that many more universities, both public and private, will enter the distance learning course provision market and enter into partnerships, both within their own country, and across international borders.

The growing number of partnerships between Western and African HEIs will need to ensure that students graduate with qualifications that are recognised both by the international community and the home country. Currently international qualifications may be seen as 'superior' by students and the institutions offering them but are resisted by local HEIs, and trade unions. They are seen as a threat to the status quo: current dons and workers have, by and large, local qualifications. Serpell:

The goals of a national public university in a third world nation include not only meeting expectations of an international community of scholarship and science, but also recognition within the national society it was established to serve.
(Serpell, 2007, p31)

The dominant traditions of the western university will take time to be moderated by their third world partners. This is likely to take place over a shorter time frame for partnerships across international boundaries than in the case of students travelling to the host country

Kenya has the highest number of African students studying in the US. (Institute of International Education, “Open Doors” Table 10, cited by Samoff and Carrol, 2004, p71). Indigenous users in their own environment will be more confident to effect change.

The partnership between Simba College and the ULEP will need to, in the words of Samoff and Carrol:

provide support without entrenching dependence. The deeper challenge is how to provide support in ways that challenge dependence. (Samoff and Carrol, 2004, p70)

This partnership takes place in an environment where the Kenyan government continues to promote HE as an instrument of national development and an informed citizenship. The regulatory regime in Kenya, however, does not support investment in private colleges such as Simba College. The Government does not provide the necessary conducive financial environment or clarification of the regulations that must be met to achieve college/university recognition.

3.8 PRIVATISATION, MARKETISATION AND FRANCHISING IN KENYA

Kenya like much of Africa has been part of the privatisation/franchising development. The policy reforms of the 1980's, promoted by the World Bank, that privatisation would create competition and therefore improve the quality of provision and increase access, resulted in the establishment of a legal framework for the private sector in Kenya. As can be seen in Table 6 below, for profit institutions in Kenya have mushroomed over the past decade to meet demand. Oketch (2003, pp20-24) outlines five reasons for this growth. Firstly massive demand for HE; secondly global trends, the privatisation agenda is worldwide and highly influential; thirdly success in secondary school enrolment and completion, these are the increasing numbers of students on the demand line for HE; fourthly diminishing confidence in the public universities, or at least in their normal entry low cost course mode which is often under resourced and plagued by disruption both by students and academic staff; and finally reduced Government monopoly, whereby HE has been decentralised and *“created the conditions for greater private-sector involvement in educational provision.”* (Oketch (2003, p24).

Table 6: Growth of Public/Private Universities in Kenya

Years	No. Public Universities	No. Private Universities
1970-1975	1	0
1975-1980	1	0
1985-1990	4	3
1990-1995	5	8
1995-2000	6	14
2001-2002	6	16

Source: Oketch, 2003, p26).

The type of private university which has developed in Africa is very closely matched to its history (colonial) and geographic location. Many of the early private colleges and universities in Kenya were of western religious origin, *“religious organizations often form a kind of first wave for the non-profit sector”* (Levy, 2006, p3). This has now changed with private secular institutions, based wholly on the principles of profit making, entering the market. *“It is in developing regions that the presence of private higher education has been proportionally strongest”* (Levy, 2006, p4). Currently the elite secular private universities are growing faster than the religious ones. They offer a wider range of courses, going beyond subjects such as theology and business. Compared to the public universities, though: *“Private universities have avoided programmes that are capital-intensive like medicine”* (Otieno, 2007, p190). The secular United States International University (USIU) is now the largest private university in Kenya. The role of the private university in Kenya has, generally, not been to offer alternatives but to offer the same courses already available in the public sector. This is because the lack of places in the public sector has created huge demand. High cost courses, such as medicine, are shunned as the profit argument has not been won. This is not always the case and some private HEI are built to offer special courses such as engineering in the Far East or medicine in Qatar. Such HEIs would be built here if the financial case could be proven. The marketisation of HE continues to gather pace throughout the world and Africa and Kenya are no exceptions. Wangenge-Ouma cites Jorgbloed, 2003:

“Marketisation, other than being a solution to the funding conundrum facing many public universities, could also be the panacea to the crisis of inefficiency, inequitable access and poor quality.” (Wangenge-Ouma, 2008a, p458)

The role of the private university can be seen as being complementary, *“though still controversial regarding quality and cost”* (Levy, 2006, p5). Wangenge-Ouma (2008b)

locates Kenyan HE policy in three distinct eras; the era of free public higher education (1964-1987); the era of cost sharing (1988-1994); and the era of income generation, privatisation and commercialisation (1995-2008). This last era is the one relevant to this thesis and is often described as the era of marketisation.

Many private HEIs and many private initiatives in public HEIs imitate private business models based on western neo-liberalism, which in turn promote privatisation and marketisation. Their key to survival is financial viability. *“In Kenya, marketisation constitutes, inter alia, formation of university owned for-profits companies, co-ventures with private proprietary non-university institutions, farming, petty trade on campus and admission of full fee-paying students”* (Wangenge-Ouma, 2008a, p460). Costs are being moved from the state to the individual. Thus to meet the demand for extra places in HE and to increase financial viability Kenyan universities began, in 1998, to offer a two academic stream model based on the Makerere University model: standard entry and the parallel program. This was described earlier. The parallel program is seen as a key marketisation strategy in the public sector. Several African countries are now introducing similar schemes. The privatisation of the public sector universities has resulted in the private university percentage share of enrolment dropping, although overall numbers have increased for both sectors. This is as a result of the increased enrolment in the parallel programme being classified as private. The parallel programme has brought with it its own problems such as increased work load for administration and lecturers, more cases of plagiarism, increased class size and reduced contact time. Both the private and public sector project an image of non-profit making, the religious private HEIs appear philanthropic but the ownership structure is by registered private limited company. Public universities, although financed by government, are moving to raise ever greater percentages of their income commercially.

Universities in post colonial Africa, and Kenya specifically, often began life as constituent colleges of the colonial power – in this case the University of Nairobi which coincidentally started life as a constituent college of the University of London. Generally prior to independence they serviced the white ruling elite and post independence the new black ruling elite’s children. The new private colleges and universities have continued in a similar vein – driven by the need to make money. They all have their own western affiliates to provide gravitas. They cater for students who wish to access international courses and eventually work abroad. Munene notes that: *“African universities became instruments of Europe’s cultural penetration in Africa”* (Munene, 2007, p80). Most

Kenyans see a degree from a private HEI as benefiting themselves they do not consider the ‘public good’ argument. It should also be noted that The World Bank and other private institutions promoting higher education policy in Africa have western financial backers and directors.

The post-modern economy has grown out of the collapse of communism and the demise of labour intensive production practice. The post-modern society is based on the service industries, automated production and the knowledge economy. The post-modern society operates on an international stage with the requirement of a flexible work force and the expectation of lifelong learning. This flexibility will mean workers will need to be retrained on a regular basis and change jobs several time in their lifetime. We need to expose Kenyan students to the entrepreneurial approach to business and the information technology culture that is a part of globalisation. ICTs are driving the post-modern society through expanding the use of the Internet, knowledge-based products and the need for a knowledge-based workforce.

Much of the argument surrounding the need to privatise higher education and position it as an income source for governments is closely linked to the concept of the globalisation of HE. *“For many African countries, Kenya included, the higher education funding policy shifts cannot be separated from these countries’ encounter with globalisation”* (Wangenge-Ouma, 2008b, p215). Ashton and Green’s *“twin forces of globalisation and technical change”* (Ashton and Green, 1996, p3), is having a profound effect on education in Kenya as well as the rest of the world. Many authors consider the difference between ‘internationalisation’ and ‘globalisation’. In the context of education, the internationalisation process involves the sharing of research, good practice in the classroom, and the effective dissemination of educational expertise across international boundaries. The ‘internationalisation’ of education is a response to ‘globalisation’. According to Knight in Bond and Lemasson:

Globalization [sic] is the flow of technology, economy, knowledge, people, values, ideas ... across borders. Globalization affects each country in a different way due to a nation’s individual history, traditions, cultures and priorities.

Internationalization [sic] of higher education is one of the ways a country responds to the impact of globalization yet, at the same time respects the individuality of the nation. (Knight in Bond and Lemasson, 1999, p204)

Bond and Lemasson, (1999, p205), stress the importance of internationalisation as a concept whereby cultural identity is preserved and not homogenised by globalisation. Countries working together can achieve mutual benefit without one culture being subsumed by the other.

Ashton and Green paint a less rosy view of globalisation. They feel that although there has been an increase in trade between nations most economies are still highly dependent on their own nation-based companies and internal markets. True, but capitalist competition is increasing and, with it, the whole concept of world markets within a world capitalistic society is taking root. Countries are encouraged to follow the Western model of democracy and, their peoples, the ideals of the Western entrepreneur. Also Ashton and Green point out that:

...there is a notable unevenness in the new economic order being created, and there are no signs of any narrowing of the gap between the 'North' and the 'South'. (Ashton and Green, 1996, p72)

UNICEF and the Kenyan Government have attempted to address this issue by organising a National Conference on Education and Training. (NCET, November 2003). According to Hon Prof Peter Nyong'o' MP, Minister for Planning and National Development and Dr. Davy Koech Chairman Commission for Higher Education, speaking at the conference, Kenya is delivering courses that are underfunded, too long, (degrees should take four years but often take up to eight), and do not provide undergraduates with the appropriate skills the country and the employment market requires.

Developed nations are now moving rapidly to expand access to HE in the knowledge that there is a need to compete on an equal skills level with the workers of other developed and even developing nations (such as India and South Africa). Thus the movement towards the knowledge-based society has profound implications for HE, particularly in conjunction with globalisation. As ICTs develop Lemasson notes that:

...the opportunities to internationalise the teaching process and to engage in joint research through electronic collaboration with experts, colleagues, and fellow students in other countries add to the international dimension. (Bond and Lemasson, 1999, p228)

There are opposing views on the need to expand HE, which follow the optimistic/pessimistic rhetoric - one suggesting that globalisation and economic growth increases the overall need for HE with Government policies promoting, according to Naidoo:

intellectual capital in the era of knowledge capitalism as one of the most important determiners of economic success and as a crucial resource. (Naidoo, 2000)

The other, as noted by Burbules and Torres:

requires more skills for a minority but also fewer skills for a considerable proportion of the population. (Burbules and Torres, 2000 cited by Löfstedt, J.-I., Ed., 2001)

In a speech at Greenwich University during 2000 the then UK Minister of Education David Blunkett addressed the issues of the commercialisation of HE, globalisation and ICTs cited by Clegg he tells us that: “*Learning has become big business*” (Clegg et al 2003, p42). In addition Schoole notes: “*Today, powerful new market forces are invading higher education worldwide, and they come as part and parcel of a much wider neoliberal agenda as a result of powerful globalisation pressures*” (Schoole, 2004). “*Globally, the proportion of governmental funding in the overall budgets of public universities (in real terms) continues to drop*” (Wangenge-Ouma, 2008a, citing Johnstone 1998). The agenda for a successful solution to the HE crisis of ever increasing numbers and ever-reduced Government budgetary support are solved in the words of Blunkett by:

weaving together of the globalisation theme, with the ‘knowledge economy’ (or the information age) enabled by the development of ICTs and requiring a response from different national governments to maintain global competitiveness. (Clegg et al 2003, p42)

Blunkett and other such commentators (optimistic-rhetoric) appear to imply that only through the use of ICTs and a degree of privatisation of HE will countries be able to provide their citizens with the education required for them to remain competitive in the “*globalised knowledge age*”. Clegg cautions “*against reliance on globalisation theory as a resource in thinking about the adoption of new technology in Higher Education*” (ibid, p44). “*Cutbacks in state funding threaten the survival of institutions of higher learning;*

hence promoting them to undertake various adaptive responses to ensure continued survival” (Wangenge-Ouma, 2008a, p458). In HE there has been a spate of innovations designed to promote privatisation. There is little evidence of educational research underpinning the high expectations created by their supporters.

To survive as a private franchise Simba College will need to provide more than a certified student population. The education delivered and the skills learnt will need to be of use and of high quality. “Quality” has been and will continue to be a major issue in HE throughout the world. The perception that Kenyan HE quality is poor and lacks credibility is in part the reason why wealthy Kenyans continue to buy education abroad. In Africa Kassimir Lebeau and Sall point out that: *“accreditation was sought elsewhere, since the state was no longer considered a reference point in this respect”* (Kassimir Lebeau and Sall, 2003, p142). Quality control will thus be a vital element to ensure success in Kenyan HE. There are many approaches for the introduction of quality assurance in HE and these reflect tensions surrounding the ownership of universities and their institutional ethos. Roberts provides examples of agencies concerned with quality (Roberts, 2003, p430):

Table 7: Examples of agencies concerned with quality

Type and country	Examples
UNIVERSITY-OWNED UK	Committee of Vice Chancellors and Principals, Academic Audit Unit
GOVERNMENTAL Inspecting/Evaluating, e.g. France Funding, e.g. Germany Accrediting, e.g. Hong Kong Awarding, e.g. New Zealand	Comité National d’Evaluation Deutsche Forschungsgemeinschaft Council for Academic Accreditation New Zealand Qualification Authority
NON-GOVERNMENTAL Accrediting institutions, e.g. USA Accrediting programmes (subject or professional areas) e.g. UK	Middle States Association of Colleges and Schools Engineering Institute

Source: Frazer in Craft (1992: p23).

There is a strong argument for an internationally acceptable accreditation body (Parrish and Parrish, 2000). There has been some progress in establishing such a body, initially

driven by the USA and described by Neal:

One approach to addressing this challenge has been the establishment of the Centre for Quality Assurance in International Education (CQAIE) which pools the efforts of US higher education accreditation bodies and associations. (Neal, 1998)

One reason for using the ULEP is that the course content is measured against the same standards as all of the University of London courses, the distance learning programme has to meet the same criteria as that of its 'normal' full time campus courses. Statute 66 (2) of the University of London states that:

Candidates granted degrees and other awards shall have attained the same academic standard irrespective of mode or place of study or examination.
(University of London, Information for institutions, p5, 2001)

Simba College's use of this material with local teaching support thus neatly ensures the use of quality teaching materials. The focus then becomes that of teaching quality and learning. The course providers will be governed by the UK Government Quality Assurance standards not Kenyan. The Times article by Alderman (1996), cited by Kistan, makes reference to the concept and process of such quality assurance:

Quality in higher education cannot be defined by reference to a set of bureaucratic procedures. Rather, in the words used at Erfurt, quality is 'the working philosophy which the university employs to achieve standards. Such standards are defined as the explicit levels of attainment needed to obtain particular academic qualifications and other assessed outcomes'. (Kistan, 1999, p126)

Without quality assurance and the relevant accreditation private franchised HEIs will not survive in the market place for very long. Government will not lead the way so it will be the private sector which will need to demonstrate adherence to quality standards. *"The real world of private higher education development partly contradicts state policy and mostly it just gets way out in front of it"* (Levy, 2002, p12). *"Commercial private higher education arises from market forces much more than from grand government design"* (Levy, 2003, p30).

3.9 DELIVERY MODES OF HIGHER EDUCATION

Schoole (2004, p299) notes a great deal of literature support for four modes of supplying HE. This is also highlighted in recent developments in The General Agreement on Trade in Services (GATS), which places education in the service sector.

Cross-border supply: In this mode, the services cross the border (does not require the physical movement of the consumer). Examples of these in higher education are distance education, e-learning, and virtual universities.

Consumption abroad: The provision of the service involving the movement of the consumer to the country of supply. This finds expression in students who go to another country to study.

Commercial presence: The service provider establishes or has a presence of commercial facilities in another country to render service. This finds expression through the establishment of satellite campuses, twinning partnerships, and franchising arrangements with local institutions.

Presence of natural persons: Persons traveling (sic) to another country on a temporary basis to provide service. This entails academics and researchers working abroad. (Knight, 2003, p56)

Jones and others (2002, pp230-231) cite Mason's three approaches of online delivery to support an E-College. The first is the "Content + Support" approach, here the course content is provided by the supply HEI over the Internet. The content is fairly static and non-interactive. There will be a great deal of support via traditional lecturers, tutorials and practical sessions. Traditional universities find this an easy option as they continue as present but additionally provide all course content online. The second, the "Wrap Around" approach, involves having a great deal of online interaction. Online materials are supported by the supply HEIs online tutors through e-mail. Online materials are much more interactive and are updated regularly, some or all assessment is online. There is still some face-to-face support and tuition. The third and final approach is the "Integrated" approach. Here the content is dynamic and determined by those involved on the course, both by the supply and user HEIs. This is a resource-based approach with activities being very much of a collaborative nature.

3.10 CONCLUSIONS TO CHAPTER THREE

Does the literature support the concept of the delivery of higher education through a private HEI in partnership with the University of London External Programme through a blended learning methodology as a possible solution to the problem of access to quality HE? The literature was divided on this matter. Some authors had a positive perspective (optimistic-rhetoric) and some a negative perspective (pessimistic-rhetoric). The voices of discontent (pessimistic-rhetoric) are primarily one of caution regarding the over optimistic claims being made. The use of imported materials to meet public demand for internationally recognised quality qualifications must be balanced against the need to gain recognition within the Kenyan academic community – there is a need to balance the personal development with the ‘public good nature’ of higher education. The rush to privatisation, both by newly built fully private institutions and by the parallel (full fee paying) public university programmes, as a result of limited funding by Government must be balanced by the need to have a state HE sector providing subsidised research and education. The literature also points out the obvious need to consider isolation and the suitability of learning materials to meet student’s requirements. It has been argued that such concerns can, to some extent, be addressed by using a blended learning approach to course delivery within a local franchise.

The review of the literature clearly illustrates that there does not appear to be any magic formula, or single example of best practice, for the successful implementation of this approach to meeting the HE needs of the developing world. The general shortage of critical research has enabled the fully virtual approach provided by western universities to appear attractive yet the lack of working successes warns of caution. Consequently, through the thoughtful application of essential elements, in a way that creates sustainability, best practice can emerge. The development of Simba College must reduce the gulf between the pessimistic and optimistic-rhetoric and deliver on the promise of the provision of higher education through franchised distance learning at private institutions. The blended learning approach highlighted in the literature enables a pragmatic approach to be taken at Simba College. Peoples differing learning styles and learning opportunities can be allowed for within the framework of the Simba College concept. Caution is noted by the National Institution of Adult Continuing Education (NIACE, 2002) data looking at 6000 UK households presented by Selwyn and Gorard, which concludes that *“ICT can go some way to altering patterns of participation in education for some individuals, but should on no account be assumed to be a ready means towards ‘universal access’ and the*

‘radical improvement’ of participation rates” Selwyn, N. and Gorard, S. (2003). Access to HE in Kenya is closely linked to an individual’s economic ability to meet even the greatly reduced costs of a degree through Simba College. Qualified respondents of the pre opening research (Appendix F1 to G2) wished to continue beyond secondary education, were less concerned about travel or the available access times and highlighted the key problems as ones of cost and lack of available local university places. Interestingly the annual cost of the parallel programme is approximately the same as Simba College.

The exclusive use of the Internet to provide HE has been identified by much of the literature review as a problematic solution. There are many examples of failure such as the Phoenix Virtual University in the USA. There is a need, according to Somekh, to provide some level of face-to-face interaction through the blended learning approach:

Asynchronous email exchanges are undoubtedly productive and provide a supportive learning environment for students working at a distance or in isolation, but it seems unlikely that they can ever replicate the creativity of hammering out an idea face-to-face. There will increasingly be an important role for video telephoning and video conferencing as a component of such courses. Many universities are supplementing distance delivery with intensive teaching blocks or summer schools, delivered either on campus or to groups of students in their local area. (Somekh, 2000, p32)

The Organisation for Economic Co-operation and Development and Centre for Educational Research and Innovation (OECD/CERI) undertook a qualitative survey of 19 tertiary education institutions from 13 countries *“to better understand e-learning practices and issues at institutional level”* (OECD/CERI, 2005). This qualitative survey was complemented using quantitative evidence, notably the 2004 survey of online learning carried out by the Observatory on Borderless Higher Education (OBHE). The Observatory data provided quantitative coverage of many of the same issues as the OECD/CERI survey in some Commonwealth countries. The Observatory survey covered a larger number of institutions (122 in 2004). *“The two studies, therefore, worked together in complementary manner”* (OECD, 2005, p40). Much of the OECD research supports the thesis proposal of using blended learning. Among the campus-based institutions, there was strong support for the pedagogic value of face-to-face provision supplemented, rather than replaced by e-learning. Some respondents felt that fully online programmes were not appropriate at university level at all. Others stated that *“face-to-*

face experience” was essential at this level. “The focus for the majority of provision was on the ‘Web dependent’ modality.” and “for the majority of sample institutions, fully online programmes will remain very much a minority” (ibid, p41). The OECD research goes on to note: “Overall, the results indicate that substantive online learning has not yet touched the mainstream curriculum in the vast majority of universities. Although over 70% of respondents claimed to have implemented an institution-wide online learning platform, only 17% are shown to have actually integrated online elements into the majority of classroom activity” (ibid, p47).

This is supported by other research by Saunders and Klemming:

The majority of students were clear that Web-based resources and tools should be used to supplement and not replace face-to-face activities (75% stated this on the questionnaire). (Saunders and Klemming, p80, 2004)

The literature points to a growing demand for HE, which is not being met. Under these circumstances opportunities are being created for countries with well-established quality HE to step in as providers. There is a great deal of debate over just how this provider user relationship will develop and over the best methodology to deliver quality education to enhance national development. Many institutions are turning to a franchised private cross-border partnership. Matty Smith in the Financial Times (FT) begins with a pessimistic-rhetoric opinion but ends up pointing us in the direction of an optimistic-rhetoric solution: ‘Blended Learning’.

Matty Smith, director of learning and teaching services at Henley Management College in the UK, warns that investment in new technologies can be a waste of money if it gets in the way of learning. The point of investment is not to provide students with gimmicks, but to drive home the message that technology can and should be used effectively. It actually helps if the technology is not cutting edge because the majority of students do not have state-of-the-art equipment at home or work,” she says. Certainly there is a place for virtual learning in the 21st century. However the experiences of online universities - such as UK e-Universities (UKeU), the government’s online learning scheme for higher education that closed last year - the widely varying and sometime questionable quality of e-learning products, and the growth of corporate universities, would indicate that a place still remains for more conventional teaching. Perhaps the answer lies in a balanced

approach, blended learning, taking the best of each teaching format to create a hybrid teaching platform on which to base education for the 21st century.
(Financial Times, Friday Nov 25 2005)

The industrial age depended on the manufacturing of products from raw materials; the information age depends on the processing of data into useful knowledge. An increasing number of countries are investing more and gaining more from the latter than the former. Paechter et al writes:

The shift from an industrial-based to a knowledge-based society changes the fundamental processes and values added to each step in producing a product or service, the so called 'value chain' of work. (Paechter et al 2001, p8)

Will the traditional objectives of Kenyan education change in light of the globalised information age? Kenyans will need to learn new ways to live and work in this global environment. The benefits are not only affecting wealthy Kenyans. Kenyans on low incomes (£60 per month) are buying mobile phones and making use of cyber cafés.

Will franchised private HEIs using ICTs deliver the optimistic-rhetoric? Baker & Gloster seem to think so:

This technology helps a nation to overcome economic, cultural, and physical barriers against learning; and to create a new system which allows just-in-time education promoting continuous human development. (Baker & Gloster, 1994)

Tasked with setting up the college I have been able to avoid many pitfalls during the development stage by taking into account the issues raised in the literature:

- Changing the teaching approach from face-to-face to blended learning requires faculty and students to be provided with training; course design needs to be adapted to the local situation (this proved impossible in the short term); appropriate technology needed to be provided; and quality assurance mechanisms needed to be put in place;
- Developing the college using a low cost technology solution: PC's, the Internet and wireless mobile phone connections as against the African Virtual University which consumed vast resources developing satellite communications;

- A constructivist approach to education, highlighted in the literature, was taken as a preferred approach to teaching and learning to be adopted in the college – where knowledge is not a product that can be transmitted from one person to another passively but is an active cognitive process and requires reflective practitioners, who experience learning/teaching in specific socio-cultural contexts;
- The issues of learner isolation and indiscipline highlighted by much of the literature cannot be solved by technological development alone.

The review of the literature has informed the approach taken and reduced the potential for mistakes in the implementation stage of the college. A blended learning franchise approach appears to be an appropriate solution to the issues that have been highlighted through the opposing standpoints in the literature review. The literature supports the change that is occurring in the global HE field, driven by the need for countries to develop their human capital: a work force with graduate and technical qualifications is now seen as a prerequisite for economic development and success.

There are gaps in the literature, particularly in the area of small scale case studies on the use of blended learning in partnership with Western institutions in Africa. How does the use of such an approach impact on teachers and students teaching and learning styles? Will they be receptive to the methodology of blended learning? Will the courses provided meet the needs of students? Will future partnerships be on an equal basis? A great deal of the research on education in the developing world is focussed on the ‘girl child’ and also ‘universal primary education’. There is much less regarding higher education. It is known that access to HE is needed to help developing countries but the costs appear unrealistically high.

This research aims to fill these gaps in the knowledge by documenting an indigenous solution. The Simba College case study will investigate whether a franchised private institution providing ICT mediated blended learning with the use of peer and teacher interaction and ULEP materials bridges the gap between the optimistic and pessimistic-rhetoric of the literature. It is expected that the development, implementation and evaluation of this initiative can lead to insights for developing countries and HE institutions in general.

The basic concept for the college was to provide, using a private franchised partnership, supported learning using external course content, primarily to keep costs down and provide relevant quality qualifications. Markel states that:

Some instructors will always prefer a live format, whereas others will prefer the electronic media on which distance education relies. One kind of teaching is not better than another. In the next century, they will merge considerably and coexist (although perhaps not always peacefully). (Markel, 1999, p45)

As the number and diversity of private colleges/universities has increased in Kenya the public institutions have responded to the challenge of competition by becoming more entrepreneurial themselves and moving to emulate the private sector. More than this they are now setting the pace for private initiatives, the lines distinguishing between the private and public sectors is becoming blurred. The public sector has maintained its numbers by competing with great success with the private sector.

This research followed the process from July 2002 through to the end of the first term of operation, December 2005. The research began by gathering data and reviewing literature to consider the needs of Kenyan students; what factors affect their access to HE. The Kenyan Ministry of Education, Science and Technology (MOEST) through KIPPRA (The Kenyan Institute for Public Policy Research and Analysis, 1990 – 2007) provided much of the data described in chapter two. In addition personal visits to various institutions were made, London University, (1998 and 2000), Kenyatta Distance Learning Centre, (1998) and Nairobi University (1999 to 2005). The research then followed the formation of the college to meet these needs and reviewed how well these needs were being met after the first term of operation.

The literature review explored the possibilities and pitfalls behind the use of private franchised partnerships in HE and their potential application at Simba College. The initial impetus for Simba College was from the need to provide access to low cost quality HE. The use of blended learning helps meets some of these criteria. Quality Assurance (QA) will need to be met via the work of the course providers in the development of pedagogically acceptable content. QA will be vital in the case of the college as it is a private institution charging for its products. People will only buy into this if they feel the certificates received will be valued by others.

Yorke notes that:

Higher education in a globalised (sic) economy implies cross-national purchaser/provider relationships, and brings to the fore the following purposes for extra-institutional quality assurance:

- *the provision of information to the public and other interested parties about quality and standards;*
- *the giving of credibility to awards (and hence to award holders); and*
- *the engendering of confidence in purchasers that they will be making a worthwhile investment when they enrol in a programme. (Yorke, 1999, p14)*

By using courses provided by the ULEP, some QA has been sub-contracted by Simba College. Will British Universities continue to maintain quality as pressure builds to provide a more market-orientated product? Molony cited by Gale and Kitto describes the new positioning thus:

As academics we are now employees; the politicians and their servants are our employers and the purpose of the university is production. Production means supplying a market. Management means directing production. Excellence means producing goods the market will buy. (Gale and Kito, 2003, p505)

The UK universities are under pressure to reform so as to enable them to deliver on UK Government policy such as increasing access, and ensuring that HE pays for itself. Many of the reforms, as noted by Naidoo:

may be seen as attempts to undercut the power and control of academics over knowledge production and reproduction and to restructure academic values in order to reconfigure higher education as a global service operating mainly on the basis of economic considerations. (Naidoo, 2003, p250)

Many UK institutions are now setting up offshore sites such as those in Dubai Education City and the Far East. Will these institutions maintain quality even when they are outside their home legislation? The market ethos that is promoted through distance learning courses does have its opposition.

Gale and Kito point out that:

For many academics who are critical of the influence of the market on higher education, their criticisms are related to values and ideals. It is not simply a matter of pragmatics, of disagreements over how to fund universities, (Gale and Kito, 2003, p512)

Naidoo's comments regarding the commodification of HE are of real concern. Is HE losing its *raison d'être*? Naidoo notes:

The perception of higher education as an industry for enhancing national competitiveness and as a lucrative service that can be sold in the global marketplace has begun to eclipse the social and cultural objectives of higher education generally encompassed in the conception of higher education as a 'public good'. (Naidoo, 2003, p250)

Delivering education in the knowledge age means a re-think according to Cheng:

Since information and knowledge are accumulated at an unbelievable speed but are outdated very quickly, it is almost impossible to make any sense, if education is mainly to deliver skills and knowledge, particularly when students can find knowledge and information easily with the help of IT and the Internet. Therefore, the focus of learning is on how to learn, think, and create. (Cheng, 2003, p208)

It is vital that in our rush to provide a more equitable HE sector we do not compromise on quality. The evaluation report of the UK's Teaching and Learning Technology Programme (TLTP) makes some important points regarding the quality of learning through technology in its executive summary:

the use of technology has to be appropriate Some of the material produced was closed.....Curriculum design tended to be naïve In the majority of cases evaluation was limited. (Cited by Lewis, 1999, p146)

Simba College should be about the teaching and learning processes and the quality of students' experiences not how much money can be made or how clever the technology is. The use of blended learning will only gain full recognition as a viable option if it can be

shown to add value to the learning experience. Students will not study at Simba College if this is not the case. Teachers and learners will need to adapt their existing values, attitudes and expectations to fit the new demands of blended learning and teaching. Zahariadis and Voliotis state:

From a pedagogical point of view, distance learning must provide at least the same features as classical education. (Zahariadis and Voliotis, 2003 p73)

Much of the world continues to reform its HE provision in the light of globalisation. The UK is no exception and in the words of Naidoo:

In Britain too, there is a growing recognition that skills and knowledge are critical in determining the ability of the nation to compete in the global economy. (Naidoo, 2000, p28)

Many of the issues raised within this chapter, highlight the need for the establishment of a private university franchise operation in Kenya in partnership with London University utilising Information Communication Technologies (ICTs) and blended learning. The next chapter looks in detail at the research design and methodology.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION TO THE RESEARCH METHODS AND METHODOLOGY

The reasons for the methods used in this research and the strengths and weaknesses of the approach are fully explored in this chapter. A central research method adopted in the design of the research was a case study approach. This decision was taken as it was fitting to the research question. In addition the research used questionnaires, observation, interviews and diaries, in the broad environment as well as in the single case of Simba College. Quantitative data was collected before the college opened and qualitative data was generated during term one. The literature in the previous chapter has highlighted other work which used similar procedures and methods and this has enabled the problems and pitfalls encountered by previous research to be mitigated. The methodological approach used fits that described by Mulford et al as: “*causal/comparative design*” (Mulford et al in Wallace and Poulson, 2003, p69). That is “*the research seeks out causes, relationships or meanings by searching back through the data*” (ibid, p69). The research methodology adopted is thus an interpretive case study approach. Boyle proposes a methodology for developing blended learning that uses “*high-level analysis*” which “*should specify all the significant problems, identify the required changes and identify the resources required to tackle these problems*” (Boyle, 2005, pp223 -224).

The case study was based on the introduction to Kenya of a college providing British degrees taught through a blended learning approach. The research focuses, during the colleges first term, on the delivery of distance learning materials from the University of London External Programme (ULEP) with local support. A multi-method approach was chosen to ensure a rich picture of the learning opportunities provided by the college was developed. To do this I have worked with parents, students, and lecturers and considered carefully the body of literature available on this and related subject areas. The data collection methods were interviews, observation, questionnaires, diaries and documentation. Of these collection methods the questionnaire only provided a small amount of data and because of their focus on pre-opening issues was more akin to market research.

This chapter looks in detail at the methodology and methods used in the research. The literature review has shown that there is not one methodology specific to the area of research covered by this thesis and so a mixed pragmatic approach has been chosen. The purpose of this study is to answer the research question: Can the establishment of a private university franchise operation in Kenya, in partnership with London University, utilising blended learning, play a part in the solution to Kenya's HE needs? This will be achieved by following the process through the development stage to the completion of the first term of operation. The initial stage of the research looks at the educational environment in Nairobi and the viability of opening the college. The second stage assesses the benefits and the limitations of how students and tutors engage with and experience 'blended learning' at the college and what is different about their experience compared to a more traditional approach.

The research methodology must be considered in the context of my role in the implementation of the college and whether it is fit for purpose in the Kenyan educational environment considering the potential students, course providers, and the course lecturers. My role as a participant observer has to some extent been forced upon me. I am the Principal of the college. Participant observation is a popular methodology in the social sciences, including educational research, and fits well with a case study. Cohen and Manion support this view point:

"The current vogue enjoyed by the case study conducted on participant observation lines is not difficult to account for. This form of research is eminently suitable to many of the problems that the educational investigator faces." (Cohen and Manion, 1980, p110)

My role as a participant observer is fully explored later in this chapter. To create credibility I have used both quantitative and qualitative approaches to evaluate the case study. The research is anticipated to have practical outcomes. It is intended to provide future guidance to policy makers, universities and individuals who are seeking to develop new initiatives to assist developing countries HE, and to those who may be seeking to strengthen existing partnerships.

4.2 WHY A CASE STUDY?

The research approach chosen is a case study and is appropriate in this instance following Denscombe:

Case studies focus on one instance (or a few instances) of a particular phenomenon with a view to providing an in-depth account of events, relationships, experiences or processes occurring in that particular instance. (Denscombe, 1998, p32)

A case study is an opportunity to look in depth at one unit such as an institution: Simba College. Case studies traditionally look at the particular in depth rather than the general in breadth. They look at relationships and processes rather than outcomes, take a holistic view, occur in natural settings and rely on multiple sources of data. As noted by Cohen and Manion:

The purpose of such observation is to probe deeply and to analyse intensively the multifarious phenomenon that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which that unit belongs. (Cohen and Manion, 1994, p106)

The reasons for using a case study approach were many. Denscombe notes: *“The strength of the case study is that it allows for the use of a variety of methods”* (Denscombe, 1998, p32). Case studies use a great deal of observational study and in this case these observations have taken place over an extended time by participant observers and have generated rich data. This research has not involved the use of large samples. Case studies unlike surveys are much better suited to this situation. Case studies are also traditionally used to investigate phenomena as they naturally occur and produce data which are, according to Cohen and Manion: *“strong in reality”* (Cohen and Manion, 1994, p123). Case studies allow generalisations within the same situation and they are also good at allowing researchers to explore the different viewpoints held by participants. Case studies are also very practical and can be put to use: *“within-institutional feedback; for formative evaluation; and in educational policy making”* (ibid, p123). Thus the case study approach seemed very appropriate in this instance.

Often case studies, according to Denscombe, are considered to generate “*soft data*” (Denscombe, 1998, p40) and may not be taken seriously by other researchers. Ensuring the case study is ‘bound’ can also be a problem. As the case study relies on participant observers their presence can bring about unexpected outcomes through such consequences as the Hawthorne effect. My role as a participant observer is expounded on later in this chapter.

4.3 THE RESEARCH INSTRUMENTS

Different research instruments have been used for the different stages of this research. The first stage was to gather data to be used prior to the opening of the college this involved the use of questionnaires and interviews. The second stage was during the first term of operation of the college and comprised of interviews, observation and diaries. Here I have become a participant observer. The literature review has helped inform some of the areas of investigation for the research. The literature has highlighted a need to consider the following, but not exhaustive, areas: student motivation for the courses being provided; student socio-economic background and social needs; student experience of using the various forms of technology; issues of learning styles and pedagogy. In addition, information on personal background; educational background; professional experience; access to technology; attitudes toward technology and academic performance would all be required to provide a ‘snap shot’ of the students likely to enrol at the college and their requirements. Further data on students and lecturers attitudes to the college has been captured during the college’s first term of operation.

From April 2003 to July 2004 the initial stages of this research involved gathering formative data via interviews and questionnaires. This data was used to decide whether the concept of Simba College was viable and has influenced the direction of its initial development. Chronologically the questionnaires and interviews of the Nairobi community were carried out first, prior to the college opening, followed by interviews, observation and dairies of enrolled students and their lecturers once the college opened. The interviews and diaries completed by students and lecturers at the college during its first term of operation (September 2005 to December 2005) were administrated near the beginning and end of the term. These methods provided the means and opportunities to gradually deepen and extend an understanding of the college and its blended learning approach. The literature and pilot exercises helped formulate the content of the

instruments. Further research will be of interest after the college has been operating for a few years.

Details of how the samples were chosen and the makeup of the samples for all the questionnaires and interviews are fully described in chapters five and six. The first questionnaire (See Appendix E1, E2 and E3) investigated the UK universities. This was carried out before questioning the potential students, as it was necessary to know what courses and costs could realistically be offered to students. Which universities would be interested in a joint venture and be prepared to offer courses through the college? This questionnaire found out what courses could be practically provided by many institutions. The second and third questionnaires (See Appendix F1 to G2) were carried out to gauge the attitudes and awareness of students at either state schools or low-cost private schools regarding the type of courses and subject range required, their experience of Internet use, distance learning and access issues such as cost, location, and so on. Would there be enough students interested in obtaining a UK degree either wholly or partly through Simba College in Nairobi to make the project viable?

Other areas the questionnaires sought to clarify were more pragmatic. Could Kenyans afford to enrol at the college? Would they prefer to pay to go abroad for part of the course? How do cost, culture and geography affect students' choices? What courses would be the most popular? The data from the initial questionnaires and interviews was used in the early planning stages of the college: what facilities needed to be included in the buildings and what was the size of the potential market? Was such a college economically viable?

Fixed questionnaires produce easy to use results, but they will rarely warn the questioner of something that has not been anticipated, particularly if the sample group is small. Additional instruments have been used to broaden the data capture process including researching the literature, interviews and diary work (See Appendix H1 to O4). The interviews enabled specific issues raised by the other instruments to be explored in detail. All the students and lecturers were also asked to complete two diary pages of their experience at the college. The research diaries were designed (See Appendix N1 to N4 and O1 to O4) to enable students and lecturers to reflect on their teaching and learning in the actual environment of the working college. They were asked to complete a self-reflection sheet designed to minimise any disruption in the teaching-learning process. Demands on their time was minimised by keeping the diary design simple and easy to

complete. Participants were encouraged to reflect on and interpret their experiences in the college. A group of Nairobi university students and lecturers were given similar research diaries to complete within their university (See Appendix N3 and N4 and O3 and O4). The diaries completed within the traditional teaching and learning university were then compared with those in the blended learning environment of Simba College. The diary was developed using ideas gained from Knipe and Lee (2002) and Friedman et al (2002). Corti notes that: *“Diaries can be used to supplement interview data to provide a rich source of information on respondents’ behaviour and experiences on a daily basis”* (Corti, quoted by Knipe and Lee, p 303, 2002). Carrying out the research using these different instruments has mitigated the weaknesses in each. This multiple instrument approach has been used to address the issues of reliability, validity and triangulation.

The questionnaire instruments have been created using a typical Western social science approach. This brings with it concepts and measures based on Western conceptual frameworks that may not be sensitised to Kenyan cultural realities. Any similar research in different countries or perhaps even within countries, will need to take its own steps to guard against this. Measures taken to reduce cultural bias have been made by using a multicultural group of ‘critical friends’. This group representing African Kenyans, white Kenyans and Asian Kenyans was helpful in removing some questions and rephrasing many of the others. This follows the approach of Greenfield and described by Behling and Law:

*[I]t is best to have a bicultural (or multicultural) team and to collaboratively develop a single instrument for all cultures before the study begins...
[E]galitarian, multicultural collaboration in instrument development constitutes a powerful tool to detect and prevent the cross-cultural misunderstandings that undermine validity in cross-cultural ability testing. (Behling and Law 2000, p30)*

A study of the student’s first term at Simba College looked for the effect of the issues raised in some of the literature such as the Open University research by Pettit. This looked into the use of blended learning to train staff introducing an online course at the Open University. *“These issues - around pedagogy and technology, and the tension between embedded local help and a central programme that some may resist as a top-down imposition - are part of the landscape within which the programme, Introducing Teaching and Learning Online, reached several hundred Open University staff.”* (Pettit, 2005, p252)

The use of interviews with the students and diaries has been carried out to mediate against the small sample sizes and short time frame and to produce rich data. The research during the first term relied on observation as well as interviews and diaries and looked at what the students and lecturers saw as the strengths and weaknesses of the college and the courses on offer. The students and lecturers, particularly in the second round of interviews, have changed their role from outsiders to participant observers. This allows a close look at the student-teacher interaction and their experience of being part of the college. Many research questions arise from this: Is the role of the teacher as a facilitator different from their role as a university lecturer? How will the participants cope with a move from the 'sage on the stage' to 'a guide on the side'?

As mentioned earlier the initial student, lecturer and UK universities questionnaire responses and interviews were used to develop the range of courses offered and their mode of delivery. The outcome of this part of the research programme was eventually more fundamental leading to a complete rethink of the college approach. The questionnaires were initially developed by writing to a group of universities with which Simba Secondary School has close contacts and, in addition, through discussions with a group of professors/representatives from the UK universities during a UK university fair held at Simba Secondary School in September 2003. They acted as a 'critical group of friends'. Their knowledge of the type of courses most likely to succeed when delivered through supported distance learning was most helpful and their support for the whole project cannot be over emphasised (See Appendix E1).

What will I need to know and why? This question had to be answered before I could consider what data needed to be collected and how it would be collected. I have already outlined what my aims are. The key questions the research instruments address are:

- What is the current level of access to degree programmes and technology?
- How knowledgeable are Kenyan student about access via distance/blended learning to UK degrees?
- Will supported distance learning using a blended learning approach be popular?
- Will students prefer to visit the host university/country?
- What courses will be popular?
- What fee range could the target group afford?
- What other facilities (such as sports) in addition to the academic programmes would students like to have access to?
- What courses are the UK universities willing/able to provide?

- How can the college maximise access whilst retaining quality?
- How will Simba College ensure the quality of course content and delivery?
- What levels of satisfaction with the college will be seen after the first term?
- Will the college promote ‘active learning and teaching’?

The use of the questionnaire to gather pre-implementation data: A questionnaire provides quantifiable results, and standardisation; it is quick to fill in, can be anonymous, and is relatively easily analysed. Of course, a great deal of time is needed to develop the content of questionnaires.

The benefits of questionnaires in this research include:

- providing the opportunity for the quantitative analysis of attitudes, opinions and perceptions of all those involved in the development of the college;
- providing standardisation;
- the collection of a large amount of data in a single short time period;
- ease of analysis.

The questionnaires consisted of five parts: personal details; qualifications and interests; being a distance learning student or student at Simba College; use of computers; studying online and additional comments. The questionnaires focused on the following:

- What are the likely advantages of delivering UK degrees through ‘blended learning’ at the college?
- What will be the optimum approach for success?
- What will be the limitations and alternative approaches to solving the research problem?

The questionnaires were given to an initial group of ‘critical friends’ relevant to the particular group being investigated. They were asked to complete them and comment on the layout, content and style of questions. This helped my understanding of the way the questions would provide the information I required, whether the questions were clear and well ordered.

Although I have spent time in piloting it will be more than worthwhile as A N Oppenheim mentions:

Each survey research presents its own problems and difficulties, and expert advice or spurious orthodoxy are no substitutes for well-organised pilot work. (A N Oppenheim 1992, p 47)

A N Oppenheim (ibid, p 64) continues:

Pilot work may be costly, but it will actually save time and money in the end. (ibid, p 64)

The use of interviews to gather student and lecturer attitudes towards the college during the implementation stage, i.e. term one: Maser and Kalton describe the interview as:

...a conversation between interviewer and respondent with the purpose of eliciting certain information from the respondent. (Maser and Kalton 1972, p 271 quoted by Judith Bell, 1987, p 90)

Interviews are a useful method of following up people's ideas, motives and feelings about issues. Judith Bell states:

Questionnaire responses have to be taken at face value, but a response in an interview can be developed and clarified. (Judith Bell ibid, p 91)

The interviews have been particularly useful in drawing out the student's ideas of how to make the college a success. The sample size has been constrained by the number of students (N = 14) and lecturers (N = 4) at the college. Lecturers were employed on part time contracts. With such small numbers it has thus been possible to investigate the entire college population, ideal for a case study.

The use of semi-structured interviews allow for a longitudinal study of students and lecturers on the 2005 programme, with interviews before and after their first term of study and teaching at the college. This helped to gather further data as to what they perceived as the strengths and weaknesses of the college and its teaching programme. It enabled those

involved in the project to suggest additional elements that need to be incorporated into the college.

The student interviews provided them with an opportunity to share their experience of the teaching, the college facilities and the course content and rational. It provided opportunities to explore areas for further research. Lecturer interviews, in addition, allowed for comment on how students coped with the learning environment, particularly in comparison with their own experience of teacher-student interactions in the public Kenyan universities. All the interviews covered similar ground but allowed for individual perspectives on the courses and the supported distance learning approach. A conversational style of interview allowed students and lecturers to explore their feelings and ideas regarding the blended learning approach used at the college. It allowed for the exploration of what respondents perceived were the weaknesses and strengths of the college and the challenges ahead.

The use of participant observation to gather student and lecturer attitudes towards the college during the implementation stage, i.e. term one: This has produced focused rich data. Denscombe outlines the advantages of using participant observation; the use of the researcher as ‘self’ keeps the data gathering simple; it can retain the naturalness of the situation; it can provide rich insights into social processes; it can be context sensitive and ecologically valid; holistic; it can also get at ‘actors’ meanings’. Denscombe also outlines possible disadvantages; there are limited options open to the researcher; it can be very demanding; it can be dangerous; reliability can be open to doubt; there are problems of generalisation; there can be ethical problems, particularly if participant observers keep their identity secret.

4.4 RELIABILITY, VALIDITY AND TRIANGULATION

In developing the questionnaires and interviews I needed to address the issues of reliability and validation. A. N. Oppenheim states:

Questionnaires do not emerge fully-fledged; they have to be created or adapted, fashioned and developed to maturity after many abortive test flights. (A. N. Oppenheim, 1992, p 47)

Reliability is defined by A. N. Oppenheim, (ibid, p159), as meaning “*consistency*”. Reliability has been addressed through the use of piloting and the inclusion of some equal and opposite questions. Interviews were highly structured with memory prompts to ensure consistency across different interviews. Asking the interviewees to sign the interview prompt sheet also helped to check the interviews reliability.

What is validity? Judith Bell: “*It tells us whether an item measures or describes what it is supposed to measure or describe*” (Judith Bell, 1987, p 65). Construct validity is always difficult to demonstrate when carrying out a small-scale piece of research depending on only one researcher. This is particularly true considering my role as participant observer. The group of ‘critical friends’ mentioned earlier was used to ensure that the instruments had validity and that they measured what they set out to measure. To obtain useful and accurate data the research has needed to satisfy both reliability and validity. These issues will be considered further during the analysis of the data in chapters five and six.

Triangulation is necessary to improve on validity, and strengthen confidence in the results of any research. As described in the Open University course E 811 (Study Guide 1988, p 54) and quoted by Judith Bell, triangulation is:

Cross-checking the existence of certain phenomena and the veracity of individual accounts by gathering data from a number of informants and a number of sources and subsequently comparing and contrasting one account with another in order to produce as full and balanced a study as possible. (Judith Bell, 1987, p 64)

The research has used different methods of obtaining data, and obtained data at different times, this is typical of a case study. The research design is such that triangulation has been achieved, which allows the interpretation, during the analysis stage, of converging evidence and the pointing out of clear conclusions.

4.5 MY ROLE AS PARTICIPANT OBSERVER

My own position and role in this project needs to be made clear. Having been tasked with the development, implementation and evaluation of Simba College on the basis of a private for profit institution I was under an obligation to deliver. This in turn would be likely to bias my position in the research especially as a participant observer. I have taken steps to mitigate against this by involving a group of critical friends at each stage of the

research and by using diaries with the students and lecturers at the college. This has produced focused rich data directly from their own view point. Denscombe cites Becker and Geer for a description of participant observer that fits closely with my understanding of my role at the college:

“By participant observation we mean the method in which the observer participates in the daily life of the people under study, either openly in the role of researcher or covertly in some disguised role, observing things that happen, listening to what is said, and questioning people, over some length of time.”
(Denscombe, 1998, p148)

As well as being closely involved in the development of the college I have been part of its first term of operation. I will have picked up, either consciously or unconsciously, a great deal of information from chance meetings or overheard conversations. How this will have influenced my research is not clear. I have been open about my role in the college both as part of its management and as a researcher. From the feedback I have had from students and lecturers they do not seem to have moderated their behaviour because of the research but more due to my management role. Students see me as someone to raise concerns with over such issues as lunches, teaching and form filling. *“Mr Drew is seen as someone who will take action over complaints, we just see him as the Principal”* (Student 1). Students seem very open when conversing with me over any matter. I have felt that I have been, as Denscombe articulates, *“experiencing things from the insider’s point of view”* (ibid, p149). Thus I do feel that my role as researcher has not been compromised and has in fact been helped by the attention I am given when asking questions. I have tried to be as natural as possible and behave just as I would if I was not doing any research at the college. My role as a student at the University of Bath has encouraged some students to ask about postgraduate courses and my experiences. Of Denscombe’s three possible views of how participation takes place: total participation; participation in the normal setting; and participation as observer, I most closely fit the last category. Here the researcher’s identity is known and actions are transparent. This has enabled issues of ethics to be much easier to deal with. This is explored further in the next section.

As a participant observer I have produced in depth data rather than any great quantity of data. As Denscombe notes: *“participant observation can produce data which are better able than is the case with other methods to reflect the detail, the subtleties, the complexity and the interconnectedness of the social world it investigates”* (ibid, p149).

4.6 ETHICAL ISSUES

Participant observation can involve very specific ethical concerns. These and other ethical issues are dealt with in this section.

“It is good practice to try to communicate to the reader, the position and role of the researcher and, where relevant, that of the sponsor of the research. All research is influenced by the ideology of the researcher: sometimes the researcher is also a major actor.” (BERA website, accessed April 2009)

To comply with Kenyan law I first wrote to The Ministry of Science and Technology seeking permission to carry out educational research. I received a letter giving permission dated 25th June 2002. (See Appendix D) All the research has been carried out in the hope that the thesis will contribute to enhancing the opportunities of Kenyan students and raise the quality of the HE provided to them. A genuine effort has been made to develop a college that will benefit the students who use it and not to focus only on the commercial aspects of the project. Fortunately there is no dilemma here as the college will only be a commercial success if it is also an educational success.

Methods of data collection involve asking people to give up time, and to provide data of possible controversy. I needed to inform those in the samples as to the aims of the research, and that all data received would be treated with the strictest confidence. Instead of issuing a separate letter, I have included a first paragraph in all the questionnaires that outlines my objectives, and sets out the conditions and guarantees for the enquiry (See Appendix E2, F1 and G1). The same statement was read out at the start of each interview. This statement and the BERA guidelines for research have been available to all those involved in the research. In all the research instruments, confidentiality has been respected and where names are used they have been replaced by pseudonyms. This confidentiality has in no way compromised the research findings.

The British Educational Research Association (BERA) has provided the rules for carrying out this research along ethical principles. This thesis has strictly adhered to these guidelines and the principal of “*voluntary informed consent*” which these guidelines promote. The participants in the study have been informed about its aims and that the research is part of a doctorate. The participants were given this information in writing and signed diaries and interview sheets. All gave their consent before participating, students at

school were asked for this consent in the presence of a teacher from that school. Participants were given the right to withdraw from the study at any time. The ‘critical group of friends’ mentioned earlier helped ensure the BERA guideline: *“Researchers have a responsibility to be mindful of cultural, religious, gendered, and other significant differences within the research population in the planning, conducting, and reporting of their research”* (BERA Guidelines, 2004), was followed. In addition a decision was taken that all participants would remain anonymous and a fictitious name has been used for the college. Having taken all these precautions it should also be noted that when asked, all those who contributed to the research, were not actually concerned about being named. It should further be noted that it would be possible to work out the name of the college, if one wanted to, as it is currently the only college delivering degrees in the particular format described in this thesis. The college name was also withheld to help ensure complicity with the BERA guideline: *“Educational researchers should remain free to interpret and publish their findings without censorship or approval from individuals or organizations, including sponsors, funding agencies, participants, colleagues, supervisors, or administrators”* (ibid, BERA Guidelines, 2004).

Both students and staff involved in the programme were directed to the BERA web site. There was an opportunity to discuss the guidelines.

4.7 CONCLUSIONS TO THE RESEARCH APPROACH AND METHODOLOGY USED

The benefits of a case study using questionnaires, interviews and diaries are that the students and lecturers, who are the beneficiaries of the development of the college, had their say. The inclusion of open and closed questions and an attitudinal scale provided opportunities for quantitative analysis, while still encouraging participants to be open-minded in their response. The pre and post interviews allowed correlations between the student teacher expectations of the college and its courses and the actual course delivery to be explored.

The literature review highlighted the many techniques available for data capture. Every method has its own strengths and weaknesses. The choice of a mixed methodology has been based on the scope, aims and objectives of this study. The use of interviews has added depth to the understanding of the issues raised by the questionnaires by exploring responses in more detail. They have also ensured a check on the validity and reliability of

the questionnaire responses. The case study approach has allowed for a longitudinal study of students at the college and thus to evaluate the college's effectiveness both from a students and lecturers perspective. The questionnaires have allowed the collection of data to be carried out in a short time scale and at low cost. The interviews and diaries have been used to check, through triangulation, the reliability and validity of the responses.

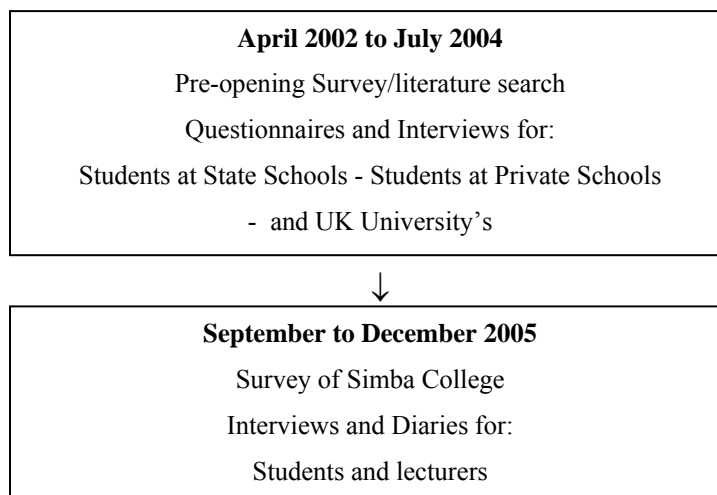


Figure 2. The Case Study Time Line

The limitations of the research are apparent: the time frame has been constrained to the development stage and the first term of operation. The sample groups represent a limited region of the country, Nairobi and a limited socio-economic group. The main study group constituted the entire college student and lecturer population. One objective of this research is to enable others to develop similar colleges. They will need to consider the outcomes from this research with great care before assuming they can generalise the research to their particular situation. In time a true picture of the college's success or otherwise will become clear.

This chapter has looked at the methodology used and the development of the various data gathering instruments. The next chapter looks in detail at the findings before the opening of Simba College.

CHAPTER FIVE

THE RESEARCH CARRIED OUT BEFORE THE OPENING OF SIMBA COLLEGE

5.1 INTRODUCTION

This chapter reports and reflects on the preliminary findings before the opening of the college. The preliminary research was carried out to ensure that the college would be best placed to meet its aims and has had a direct impact on the implementation stage of the development. A large part of this initial research involved a review of the literature as reported on earlier. This enabled the lessons learnt in the past to be adopted by the college. This chapter describes the preliminary questionnaire and interview samples and then outlines and analyses the findings. The questionnaires were able to ascertain the potential interest from students for the college and the interviews enabled issues raised in the questionnaires to be explored further. Questionnaires and interviews were also carried out with lecturers to explore what they could offer the enterprise. The questionnaires and interviews are analysed with the aim of providing a guide for the development and implementation of the college. Finally a summary of the findings is provided.

For purposes of confidentiality where respondents are quoted pseudonyms have been used. This policy has been followed throughout the research. (Appendix R)

5.2 THE INITIAL QUESTIONNAIRES - SAMPLE COMPOSITION

Several different questionnaires were given out to different groups and at different times. (See Appendix E2, F2 and G2) The sample selection varied for each instrument and was determined by pragmatic issues. The UK lecturers/representative selected were those who come out to Nairobi to visit Simba Secondary School. The composition of the questionnaire groups are illustrated in Tables 8 and 9:

Table 8: University Questionnaires, for UK lecturers, (September/October 2003):

	N	PhD	MA or MSc	Other
UK	19	11	5	3

Source: UK University Representatives

Table 9: Student Questionnaires, for 8-4-4 and private students, (June 2004):

	N	Male	Female	Under 18 years	Aged 19 to 22	Aged 23 to 26	Kenyan
8-4-4	40	28	12	36	4	0	38
Private	20	7	13	19	1	0	19

Source: 8-4-4 and Private Students

The ‘8-4-4 School’ sample was selected from Zeus School and Odin School, and comprised students from the graduating year. The schools were chosen for their location in Nairobi, close to where I live and work. They have students from a socio-economic group likely to match that required for entry to the college. Access was gained through the permission of the Heads of the various schools. The ‘Private School’ sample was the graduating year of Thor School. Again this was chosen as it is in a location close to where I work and the students come from family backgrounds aspiring for HE within the fee level likely to be charged by Simba College. The numbers of respondents in the preliminary research were of reasonable size but as noted by Rudestam and Newton (2001, pp 79 – 81) when investigating even a large effect size a simple t test would, setting a level of significance at 0.05 and a power level of 0.80 (both generally considered as acceptable criterion), require 26 respondents in each group. The sample size is one of the weaknesses of this small-scale case study research and why more has been made of the interview, observation and diary data than the questionnaire data.

5.3 THE INITIAL INTERVIEWS - SAMPLE COMPOSITION

Again the selection of interviewees was pragmatic. Five UK University representatives were selected, taken from the initial questionnaire samples and all of whom I knew well. Three Nairobi University lecturers were also approached for interview, to gain some insight into the attitudes that they had towards the college concept. Nairobi University was to provide the college’s teaching staff. The selection was of three lecturers who I already knew and had brainstormed my initial thoughts with several months earlier. Four students from each of the questionnaire groups were selected for interview. The 8-4-4 sample was made by selecting two male students from Zeus and two females from Odin School. (See Appendix H1 to I2)

The composition of the interview groups are illustrated in Tables 10 and 11:

Table 10: University Interviews, for UK/Kenyan lecturers, (September/October 2003):

	N	Male	Female	PhD	MA or MSc	Other
UK	5	3	2	3	1	0
Kenyan	3	3	0	3	0	0

Source: Local and UK University Representative

Table 11: Student Interviews, for 8-4-4 and private students, (June 2004):

	N	Male	Female	Under 18 years	Aged 19 to 22	Aged 23 to 26	Aged 27 to 35	Aged 36 to 45	Over 45	Kenyan
8-4-4	4	2	2	4	0	0	0	0	0	4
Private	4	2	2	3	1	0	0	0	0	4

Source: 8-4-4 and Private Students

5.4 FINDINGS OF THE INITIAL QUESTIONNAIRES AND INTERVIEWS

The external influences on the college development have been highlighted by the questionnaires and interviews targeting the Nairobi community. This was an important stage and many of the findings have had a direct influence on the implementation process. There was an initial problem in that as a participant observer I tried to make connections with all the UK university representatives that I knew. Naturally they all suggested their own institutions courses and some reflection was required before signing any agreements to offer specific links with individual institutions. A UK university centre was opened as part of the college as a result of these meetings. The centre offers free office space for visiting university representatives. It will also enable the college to use the experience of the representatives when they visit Kenya and gave the college kudos through a connection with these institutions. The eventual use of the ULEP was both pragmatic and as a result of the questionnaire/interview findings, which showed that UK qualifications from London University were widely accepted as having a high level of currency.

“Everyone in Nairobi has heard of London University – it has a great reputation”

(Kenyan lecturer A). They were generally more valued than American and other countries

qualifications. No other institution in Kenya was going to support UK degree programmes in a range of subject beyond that of business and computers from such a well known group of colleges. The costs charged by the ULEP are affordable to the target group of middle class Kenyans who cannot afford to send their children abroad for higher education. The use of one organisation as the source of distance learning courses significantly simplifies Simba College's administration and marketing. As a participant observer the use of a UK programme may have been influenced by my UK university education, providing a natural leaning towards these programmes as compared to US or Australian ones.

The findings below, from the different sample groups, highlight the most popular views:

UK University/Kenyan Representatives:

Many of the UK university representatives know Kenya well (Q3, Appendix E3) *"I have been coming to Kenya for twenty years. I see the college as a positive development and I would suggest a working partnership with Kent on our law programme which we are currently offering in Mauritius"* (Kent representative, interview Sept 03 and Q 10 and 11, Appendix E3). Most promoted the idea of a final year in the UK for graduation (Q11). *"Our courses provide for a final year at our campus in the UK"* (Middlesex representative, Sept 03). Individual institutions promoted their own courses both from a commercial as well as educational point of view. The idea of a foundation course was very popular (Q12: 84% support, Appendix E3). This was again probably due to the income this course generates with a low risk to the institutions league position. Most had experience with distance learning and could see the benefits to Kenyans particularly in solving access issues such as reduced costs and being able to stay at home. *"Our model of an offshore campus in the far east could, given enough students, be copied here"* (Warwick representative, Sept 03) (Q26: 50%, Appendix E3). The introduction of lifelong learning had a great deal of support. *"We are currently looking at a partnership with another school to offer foundation courses to mature students in Nairobi"* (Warwick representative, Sep 03) (Q22: 100% support, Appendix E3). Many felt that improved teaching methods and being able to support HE in the developing world would be additional benefits: *"We are already looking at offering an MPhil in International Teaching wholly completed in Nairobi. This will support the development of modern teaching methods"* (Warwick representative, Sept 03). The improvement of IT skills was another cited benefit: *"The provision of an HND in IT and Computing at Nairobi followed by a further year at Manchester will provide students with the necessary IT skills"* (City

College Manchester representative, April 04). The development of independent thinking was also considered important (Q24, Appendix E3). The provision of more relevant and valuable courses was also essential *“Our external programmes are designed so that the students can study independently and complete their degrees successfully. Some of our students tell us they complete their qualifications more quickly and with better results when they seek tutorial support at a local college”* (UCL representative, Feb 03, Q24, Appendix E3). All the representatives questioned and interviewed worked at institutions that provided some level of course content over the Internet (Q25: 100%, Appendix E3) and providing e-mail communication was not seen as a problem (Q28: 100%, Appendix E3). Collective sharing of ideas is also popular via VLEs such as Black Board. *“Our institution has provided additional support for students studying in most fields via e-mail, Black Board and web sites. Many departments now allow students to post assignments directly via e-mail”* (UCL representative, Feb 03, Q24, Appendix E3). All the comments made during the interviews must be taken within the context that I was the person signing agreements with the institutions – this will have had an influence on the interview conversations. The courses being suggested by the UK representatives were limited to those that were easy to deliver and cost effective. Courses such as agriculture and engineering were left out yet these might be the courses required by students and for the ‘public good’. Kenya is an exporter of agricultural and horticultural products – this is a large employment sector.

The Kenyan lecturers were supportive of the general concept behind Simba College. They compared it to the parallel programme. *“Most of the lecturers at Nairobi University teach students on the parallel programme on top of their normal commitment – teaching at Simba College will be similar”* (Kenyan lecturer A). There was some concern that they would need to teach to a different syllabus, *“the parallel programme is identical in content to our normal teaching for this programme we may need to study additional materials”* (Kenyan lecturer C). Other comparisons with the parallel programme and Simba College were made: *“Parallel programme students have a wide range of subject choice and all are reasonably costed (sic) and much cheaper than going abroad”* (Kenyan lecturer C). *“Lecturers would expect to be paid more for teaching at the college as they also receive more for teaching on the parallel programme”* (Kenyan lecturer B). The Higher Education Loans Board (HELB): *“Students can get financial help even when studying on the parallel programme this does not happen when a student attends a private college.”*

State School (8-4-4) Students:

Most of the state school students had access at home to computers (Q4: 75% - 80%, Appendix F2) but few to the Internet or e-mail (Q4: 5%, *ibid*). *"We have a computer but no phone linked to it, so it is just for typing"* (Moses, Interview H2). Most had applied to both state and private universities (Q7: 78%, Appendix F2) and would join a university if not prevented due to lack of places. *"For my parents university is just about money- how much we can afford..... I also have three brothers"* (Chege, Interview H2). Most were able to consider paying the level of fees that would make Simba College viable (Q10: 90% would pay 250,000/-, Appendix F2). All students were following the Government's examination system (Q16: 100%, Appendix F2). The most popular courses were; Business related; IT related; Engineering; Law; Tourism related and Management related (Q17, Q18 and Q19, Appendix F2). Medicine would be popular if available: *"My mother wants me to be a doctor because she feels I am clever enough.... I would like to be one"* (Joanna, interview H2). The transition from the Kenyan Certificate of Secondary Education (KCSE) to UK universities usually needs a foundation course but this was not popular (Q21: 70%, Appendix F2). A-levels were a more popular route to university than a foundation course (Q20: 78%, Appendix F2). This difference changed in the interviews, where the foundation course was more popular, probably because it was explained in the interview that A-levels were likely to take two years as against a one-year foundation course. *"This would be a good idea for me as I would complete my studies sooner I am already twenty"* (Nduta, interview H2). Most preferred the idea of studying at the college (Q22: 90%, Appendix F2) and all would find the time necessary to study Q23: 100%, Appendix F2). The majority were not concerned that the work would be too difficult (Q25: 70%, Appendix F2). The ability to study at anytime was popular (Q26, *ibid*) but not late at night (Q27 and Q28, Appendix F2), security was an issue and mentioned in the interviews (Nduta, interview H2): *"Travelling around Nairobi at night would be too dangerous."* There was no consensus as to whether being able to remain in Kenya was an important factor (Q31, Appendix F2). Most students had not used a computer to study a non-IT course (Q32: 88%, Appendix F2) and none had used the Internet for study purposes (Q41: 100%, *ibid*). For those who used a computer, English language was not considered a block to learning via the computer or through any blended learning approach. *"My English is good enough for study – I watch a lot of TV in English and can understand it..... Our school uses English to teach"* (Kabeeria, interview H2, Q38, Q39 and Q40, Appendix F2).

Private School Students:

Some students in this sample did have Internet and e-mail at home (Q4: 20%, Appendix G2). *“We have a mobile phone, e-mail and Internet connection from Safaricom which our parents let us use for a while in the evenings”* (Kabeeria, interview H2). Many found internet speeds very slow: *“The internet is too slow this means a big phone bill if I try to look at some information”* (Githendui, interview H2). More students were applying to university abroad as well as in Kenya (Q7, Q9 and Q12: 55%, Appendix G2). Fee levels were less of an issue and many would prefer to go abroad, if possible, for the experience. *“My parents have already organised for me to go to the US for higher education... I will be staying with my aunt”* (Rachel, interview H2). All the interviewees agreed that staying in Kenya was linked to a lack of the financial resources to go abroad. British degrees were seen as having more value when applying for work. *“When my friends look for a job they always find they are behind others with foreign degrees”* (Marcus, interview H2). All the students were studying A-levels and thus the foundation course was of little interest (Q19: 100% and Q28: 15%, Appendix G2). Most would not work while at college but still wanted to have an income! A typical refrain: *“I hope that my parents will support me with pocket money for transport and phone credit”* (June, interview H2). The students that had used a computer to study with found this to be a natural process. *“Working with a computer at school and at home is just normal.... The school has two computer rooms for us to use”* (Isaac, interview H2).

For both the state and private sector students talking to a European was unusual and this may have had an influence on their interaction with me during the interviews. One or two did ask about scholarships which demonstrated that they were not being entirely neutral in their conversation with me.

5.5 ANALYSIS OF THE DATA COLLECTED

Data collected by means of questionnaires, interviews, diaries or any other method mean very little until they are analysed and evaluated. (Judith Bell, 1987, p 25)

The analysis of the data involved many issues, which needed to be addressed. The data was collected from various sources, at different times, using several instruments:

- students in their last year at state school;
- students in their last year at private school;
- the higher educational community in the UK and Kenya;

- literature and documentation.

Careful preparation and piloting was carried out to make analysis easier. The data needed to be reliable and valid, issues that have been dealt with previously. Each question has been thought out in advance in terms of ease of analysis. For example question 34 of the questionnaire to private school students (See Appendix G1, G2) had answers, which ranged from not important (1) to extremely important (5), which needed ticking. Each box was given a score ranging from 1 to 5, a high score indicating that the respondent was in agreement, a low score indicated disagreement. The data from questions for the whole sample was added up to demonstrate the overall attitudes. The summed results have enabled conclusions to be drawn.

The interview checklists were designed to be simple to analyse. A code was included so that it only needed, in most cases, a box to be ticked, (See Appendix H1, I1). The analysis of this written record took less time than it would have if other recording methods such as tape or video had been used, although some richness in the data will have been lost.

While designing, piloting and modifying my data collecting instruments, I developed summary sheets to go with each, (See Appendix E3, F2, G2, H2 and I2). This ensured that the collected data 'fitted' onto each summary sheet and enabled me to analyse responses as they came in. The method of designing the summary sheet involved keeping the same format as the measuring instrument, but producing larger boxes next to or underneath answers so that a tally entry could be made. These summary sheets helped greatly with analysis, and allowed me to see overall patterns, which may not have otherwise been apparent. The attitude type questions were all scaled 1 to 5. The responses to these types of questions were totalled to help note popular opinion.

The processing of the data was kept simple, some statistical analysis took place to check for correlations between questions and produced correlation coefficients to show internal reliability, and to allow the research to draw direct causal relationships rather than inferences. Given more time further analysis would have been of interest. The analysis of the data allowed some obvious patterns to emerge.

The validity of the questionnaires was investigated by triangulation between the questionnaires and the interviews. Data from matching questions in the questionnaires and the interviews was codified and a product moment correlation coefficient was

calculated, (See Appendix P). The coefficients varied between 0.68 and 0.78 thus these instruments would appear to have validity.

All the questionnaires issued during the research were, as described earlier, tested on a critical group of friends specific to the questionnaire target group, piloted and then issued and collected at the same instance. The questionnaires given prior to the development of Simba College highlighted several issues to be addressed before implementation. The early research resulted in a substantial rethink of the original concept. A fundamental decision was made to tie the college to the ULEP instead of having links with many different universities. In addition it was pointed out by those questioned that students were more likely to register on courses that were relevant to the employment market in Nairobi, which gave an air of quality, international recognition and which they could afford.

All the interviews were recorded using an interview prompt sheet. Each interview was considered in isolation and then the salient points across the interview groups were highlighted. The validity of the interviews was investigated by triangulation between the questionnaires and the interviews.

5.6 SUMMARY OF KEY POINTS FROM THE QUESTIONNAIRES AND INTERVIEWS BEFORE OPENING

The increased access the college would bring to students unable to get onto Government university courses was viewed as very positive. *“I would prefer to go to your college especially if I do not get into Nairobi University.... {pause}.... because it is full. This will be very popular with my friends if it is not too expensive”* (Nduta, interview H2). The reduction in the cost of courses relative to going abroad to study was also seen as a key positive for the concept of Simba College. Most of the students interviewed both at the state schools and private schools put cost forward as a serious impediment to achieving their dream of studying for an internationally accredited degree. (Appendix H2, interview summary data, Q11 (o): 12 respondents out of 13 regarded it as important or very important). *“My family can only afford 120,000/- per term and you cannot go abroad unless you get a scholarship”* (Marcus, interview H2). Most would prefer to go to a university in Nairobi that offered British (UK) degrees instead of Kenyan degrees, (Appendix F2, Q11, 70% Yes, Appendix G2, Q15, 80% Yes). There was some concern raised that even with such reduced costs access would still only be for those from the

middle classes. *“Simba College would surely still be too expensive for students from very poor families with low incomes. Will this initiative only benefit the middle class elite?”* (Warwick representative, Sept 03). Distance-learning/Internet courses at Simba College enabling study in Kenya instead of going abroad was also seen as relatively important (Appendix F2, Q31, 48% and Appendix G2 Q35, 50%).

All the UK representatives were interested in the Simba College concept, (Q10, 100%, Appendix E3). With the support from this group and the reputation of Simba as a group of well know quality schools the college should be able to attract students ahead of alternative institutions. The main negative identified by the Kenyan lecturers was that of cost: would the cost be too high to increase access to the majority of Kenyans and compete against the parallel programme?

The next chapter looks at and reflects on the findings from the first term of operation of the college.

CHAPTER SIX

THE RESEARCH CARRIED OUT DURING TERM ONE

6.1 INTRODUCTION

This chapter looks at the findings of the research carried out during the first term of operation of Simba College. The research examines the experiences of the students and lecturers at the college. By investigating this group we can see how the college has begun to be 'customised' to the culture and strategic objectives of Simba College.

The methodology and methods have been outlined in chapter four. This part of the research investigates student and staff attitudes to the college and its development. During observations and interviews members of the college were asked questions which sought an attitudinal response. The objective was to evaluate student's and lecturer's attitudes towards the college development and to see whether the college was providing successful courses using blended learning and as a consequence developing independent thinking, self motivated students and active teaching. Ultimately the number of students who continue to enrol at the college and their future achievement will be a measure of long-term success.

The structure of the blended learning courses varied depending on the course content. Some of the content was provided online, some as paper copy and some via DVD's/CD ROM's. All the courses were supplemented with face-to-face lectures and tutorial time at the college. The students also had ample opportunities to socialise and discuss issues with their peers at the college. The diaries completed by students and lecturers explored these interactions and compared the students experience with those of other students at the University of Nairobi. The students were asked to complete diary sheets for specific sessions to ensure fair comparison with the University of Nairobi students. Only face-to-face lessons/tutorials/seminars (not lectures) were chosen, as this was the teaching interaction that would create the type of interactive environment under consideration.

6.2 THE SAMPLE COMPOSITION

Student samples: The sample for the college student diaries was the complete population ($N_1 = 14$) as the numbers were small and thus manageable. The students completed two diary pages on set days during the term, (See Appendix O1 and O2). These were compared to a similar sized group from the University of Nairobi, (See Appendix O3 and O4). Four ($N_3 = 4$) of the college students were also interviewed at the start and end of the first term of the colleges operation, (September and December). All the interviews were carried out at the same location and on the same two days. All the student interviews used an interview guide, (See Appendix J1 to K2).

Lecturer samples: The sample for the college lecturer diaries was also the complete population ($N_2 = 4$). The lecturers also completed two diary pages on set days during the term, (See Appendix N1 and N2). These were compared to a similar sized group from the University of Nairobi, (See Appendix N3 and N4). The co-ordination of the diary exercise was made possible because the Simba lecturers were full time employees of the University of Nairobi. The same lecturers were also interviewed at the start and end of the first term of the colleges operation, (September and December). All the interviews were carried out at the same location and on the same two days. All the lecturer interviews used an interview guide, (See Appendix L1 to M2).

No questionnaires were given to the students (N_1) or lecturers (N_2) as with such small sample sizes ($N_1 = 14$ and $N_2 = 4$) it was considered more useful, and less demanding on the participants, to interview and observe them instead.

The sample compositions are illustrated in result tables 12, 13 and 14:

Table 12: Student Diaries, (September to December 2005)

Institution	N_1	Male	Female	Under 18	Aged 19 to 22	Aged 23 to 26	Aged 27 to 35	Aged 36 to 45	Over 45	Kenyan
Simba College	14	8	6	1	11	2	0	0	0	12
U of Nairobi	14	10	4	0	14	0	0	0	0	14

Source: Simba College and University of Nairobi Students

Table 13: Lecturer Interviews/diaries, (September to December 2005)

Institution	N ₂	Male	Female	PhD	MA or MSc	Other
Simba College	4	3	1	3	1	0
U of Nairobi	4	3	1	4	2	0

Source: Simba College and University of Nairobi Lecturers

Table 14: Student Interviews, (September to December 2005)

N ₃	Male	Female	Under 18 years	Aged 19 to 22	Aged 23 to 26	Aged 27 to 35	Aged 36 to 45	Over 45	Kenyan
4	2	2	1	2	1	0	0	0	4

Source: Simba College Students

6.3 FINDINGS OF THE INTERVIEWS, OBSERVATIONS AND DIARIES

The data collected during term one described the internal influences on the development of the college. For simplicity the findings from the lecturers and students are treated separately and all the data gathered at the start of term one, during term one and the end of term one are reported together. The research findings from term one are summarised at the end of this chapter.

Lecturers at the start, during and end of term one:

The Simba College management team as well as all the students have appreciated the hard work during term one of the lecturers. They are an important part of the college and have contributed a great deal towards the research. The lecturers report that they have enjoyed being part of the college and found working with ICT beneficial for their professional development. *“I enjoy working at Simba and being close to Nairobi University has made travel easy”* (Interview lecturer 2, Appendix L2). They also found the distance course work provided by the ULEP of the highest quality and are using some of the materials in their own teaching, an unforeseen impact. It may be, therefore, that students in the state universities are also benefiting from the programmes of work taking place at Simba College. There are, of course, issues of intellectual property rights and this will need to be addressed in the near future. *“I have found the use of the London External Programme*

materials beneficial to my teaching and also to my personal development. The materials provided are excellent and well thought out. I have taken away some materials and ideas into my lecturing at Nairobi University” (Interview lecturer 1, Appendix M2). *“I am really enjoying teaching small groups of students. I am able to interact with them much more than my normal experience of dealing with groups of forty”* (Interview lecturer 2, Appendix M2). There was some concern that the materials provided were not contextualised for Kenyans and that the level of English was very demanding. *“Some of the course material sent to the students such as ‘Principals of Accounting’ (J Ireland, 1998) used terminology that would not be used in local business management and was written in difficult academic English”* (Interview lecturer 3, Appendix L2). The lecturers felt that the college was providing a good learning environment. *“The atmosphere at the college is very different than at Nairobi, students are much more motivated and ask questions quite a lot”* (Interview lecturer 2, Appendix L2). The lecturers agreed that they were changing their teaching style to more closely mirror the distance learning materials provided by the college. One lecturer noted that:

Teaching at the college is much more dynamic and intensive compared to Nairobi (University) it is a different experience. There is an expectation that discussions will take place and that students will be able to ask questions and work as a group. (Interview lecturer 3, Appendix M2)

And another (Interview lecturer 2, Appendix M2) said that:

Interacting with students became more relaxed as the term went on.
{pause}...Students asked real questions and were well prepared ahead of tutorials.

(Interview lecturer 1, Appendix M2):

We need to trust learners in higher education, adopting distance learning should not impact on their learning. The current colonial pedagogy will be replaced by a more flexible global one.

Another (Interview lecturer 2, Appendix M2) felt that: *“The college classroom was not very different from Nairobi University”* and found dealing with a small interactive group difficult at first: *“Student interactions were more difficult to manage than in other classes I have taken where we talk and students listen”* (Interview lecturer 2, Appendix M2.).

Quality issues at the public universities were raised quite a lot. The lecturers noted that teaching at the college reinforced their concern that the quality of education provided by the public universities was dropping. *“To my mind there has been a significant drop in the quality of education offered over the past ten years”* (Interview lecturer 3, Appendix M2). *“Some of the teaching towards the end of the degree courses concentrated only on exams due to the shorter second semester”* (Interview lecturer 3, Appendix M2). At Kenyatta University, apparently, undergraduate students are taking exams before the end of their courses to reduce the duration of the semester. *“This boils down to a serious lowering of academic standards in the university; by asking students to sit for exams yet the semester is not complete”* (Interview lecturer 3, Appendix M2). The semesters are being shortened to allow for the teaching of the parallel programme. This teaching takes place during, the now, extended Easter holiday and earns the universities a great deal of money.

Some other concerns raised by lecturers 1 and 4 were that they found they wanted to give out their own notes as well as those provided to the students via the ULEP but the students valued the ULEP notes more and expected explanations of anything they could not understand. The lecturers also found it difficult to find the time to work their own way through all the examination papers and examination reports provided by the ULEP.

It is difficult to balance the demands by the students to follow the London notes and to forget the notes I use at Nairobi University. In addition the exam questions from London are very different and finding time to generate my own answers is difficult. Probably next year things will be easier. (Interview lecturer 4, Appendix M2)

I think that we will need more support with how to organise examination practice in the future. We need to know how to answer the questions and what the examiners are looking for. (Interview lecturer 1, Appendix M2)

In addition teaching at two institutions, one private and one public brought into focus their own attitudes to work. They found that they were more focused at Simba than Nairobi and put this down to the general ethos of the institutions. *“At Nairobi most have a civil service attitude to work – doing just what they have to and in some cases only teaching to the exams and even providing the templates to essays that were going to come up in the exam”* (Interview lecturer 3, Appendix M2).

The diaries provided some very interesting insights into the strengths and weaknesses of the college. The answers to questions in the diaries were further explored in the interviews. All four lecturers expressed similar thoughts that their teaching was less didactic by the end of the first term (Appendix N2, Qs (a) 1 to (a) 13 and (b) 1 to (b) 11). This was regarded as a success as this was one of the goals of the college. However they also gave out additional notes and expected students to take extra notes even though this was not required and it could be argued was a waste of time (Appendix N2, Qs (a) 5 and (a) 6). *“The temptation to rely on ones old notes was great”* (Interview lecturer 4, Appendix M2).

When questioned about the effect on their research due to working on the parallel programme as well as at Simba College and Nairobi University they all had the same answer ‘they were not currently involved in any research and that they did not know of any lecturers who were’!

Students at the start, during and end of term one:

The opportunities for working in small groups: *“I enjoy being involved in the tutorial sessions these small groups helped me learn well”* (Student interview 2, Appendix K2), asking questions, using computers and being part of a college, were considered to be of real benefit by the students. *“The small class size and the attention given to us by the lecturers has made understanding the work much easier”* (Student interview 2, Appendix K2). This was very different to their earlier learning experiences in school:

It was strange, to be able to interrupt a teacher and ask them to explain something. Lecturers also asked us questions. (Student interview 1, Appendix K2)

Having assignments marked before sending them off to London was also seen as being very helpful and it was thought that this would ensure higher final grades.

I was not confident of my writing style but once the lecturers fed back such positive comments I felt better about my ability. (Student interview 1, Appendix K2)

All felt that as the term went on they became more involved in class discussions and were able to ask questions when they wished: *“I felt I had adequate opportunities to participate in class discussions”* (Student interview 4, Appendix K2). *“The class discussions were of high quality”* (Student interview 1, Appendix K2).

The students did want more notes to be given out during the teaching sessions and as a consequence the lecturers provided additional exam questions and notes from their own university. This created problems in that between the ULEP and University of Nairobi notes students were getting mixed messages over some of the work. *“Getting two sets of notes is a bit of a problem as I get mixed up sometimes”* (Student interview 3, Appendix K2).

Students found the open access of twenty-four hours seven days a week one of the key strengths of the college this was particularly true for those students who had jobs:

For me the most important new idea was that of being able to come from work, throw a basket ball around and shower at the college and then do two hours or so work either in the library or on the computer. This helped me to put aside time each week away from home to focus on my studies. (Student interview 3, Appendix K2)

However there were very few days when students remained after 10pm due to security concerns. *“I would not work late because it is hard to get transport and it is dangerous to walk late at night”* (Student interview 1, Appendix K2). The availability of administrators, computer technicians and lecturer support at known times was also regarded as important. Keeping the college open late will need to be reviewed in the light of these findings.

The students took the requirements of ICT mediated distance learning in their stride:

Being trusted with managing my own learning was very empowering. I enjoy using the computer lab and doing research on the internet. (Student interview 1, Appendix K2)

The ICT demands were not as much as I had expected. (Student interview 4, Appendix K2)

I have been using computers and the Internet since I was 12. Working in the college using the computers was nothing new. (Student interview 3, Appendix K2)

They did find the internet speeds slow at certain times of the day and this was a frustration. Working at a computer for long periods made physical demands on students.

The time it takes to download articles means a lot of time is lost. Having to pay for printing is also a problem – I find myself reading off the screen for long periods of the day this hurts my eyes and back. I think the college should make printing free. (Student interview 3, Appendix K2)

The attitudes of the students at the college, the ‘stakeholders’, supported the blended learning approach as espoused by Simba College. Using a face-to-face session for the introduction of each unit and also for revision at the end, with paper assignments, web-based resources, e-tutorials and e-mail contact with their UK tutor sandwiched in between, was a popular method of course delivery. Students were very happy with the ease of contact with lecturers via e-mail and to be able to send, via the college computer network, work for marking and comment. *“We get the best of all worlds when we go to our lectures things are explained to us, but we also work in silence in the library using the work books provided. We get our marked assignments quite quickly”* (Student interview 3, Appendix K2).

Students found having the college as a focal point in their life very helpful. Students created a routine around coming into the college in the morning and leaving in the afternoon. This was seen as a major advantage over working at home where it would be difficult to keep to a structured regime. They felt it was important to be fulltime members of the college and to spend much of the week at the site.

I enjoy coming to the college it makes me feel like a student. My family are very proud of the fact that I leave each day to study at a UK college for a London University degree. I do think that more sports should be available and being small does mean that other college teams always beat us. (Student interview 4, Appendix K2)

Some expressed concern over the small number of students at the college and looked forward to a larger student body for both academic and social reasons, particularly for the development of team sports. *“It is difficult to make close friends as there are very few students on my course and most are older than me”* (Student interview 3, Appendix K2).

Having your peers working on the same problems and being able to talk to others and work as a team was regarded as a great help. *“Having other friends around has helped a lot. I find that they can explain things to me if I cannot answer the questions in the*

homework” (Student interview 3, Appendix K2). Often the lecturers were praised for being able to explain things in a way that could be understood. *“Most of the time I can understand the lecturers... they explain things as we go along... when I can’t they sometimes speak in Kiswahili and this helps”* (Student interview 2, Appendix K2). The material provided by the ULEP created some interesting debate. *“So far I have found the course books of high quality and easy to follow”* (Student interview 2, Appendix K2). *“I found the course work booklet hard to follow”* (Student interview 3, Appendix K2). The other two students interviewed agreed with student 3, so three of the four interviewees felt the course support materials were hard to follow. Students wanted structure; they were not very confident being left to their own devices. *“I enjoy working with a group - it helps to motivate me”* (Student interview 4, Appendix K2). They did not want an anytime anywhere approach to distance instruction but a more normal college environment (personal observation).

The diaries highlighted additional outcomes such as the increased level of student interaction and engagement with the courses as compared to Nairobi University. Thus the college promotes self motivated, independent thinking, self-directed learners, which should be a key aim for any HE institution. (Appendix O2, Qb7: 96% and O4, Qb7: 53%) (Appendix O2, Qb8: 82% and O4, Qb8: 68%). For example fewer Nairobi University students compared to Simba College students were asked to make presentations (Appendix O2, Qa10: 68% and O4, Qa10: 28%) or to be involved in group discussions (Appendix O2, Qa9: 100% and O4, Qa9: 42%). The diary responses from the two institutions need to be considered in the light that the students may have a loyalty to their own institution and thus would be out to portray it in a positive light. Student backgrounds were not investigated in enough detail to know whether their socioeconomic upbringing had a bearing on the outcome of the comparisons made. While all agreed in principle that the blended learning approach taken at the college was positive it was not possible to explore all the more subtle responses given the time constraints. What did they understand by blended learning (a new concept to all of them)? Whatever the approach taken students wanted to be part of a college and interact with fellow students and lecturers. (Appendix O2 and O4). This required social interaction and face-to-face learning opportunities both with other students and lecturers. On receiving enough face-to-face teaching the students were split, although the majority felt they received enough, whereas at Nairobi University most felt they did. (Appendix O2, Qd7 and O4, Qd7:86%). The diaries addressed the dynamic attitudes of both students and lecturers in a fast moving learning environment.

6.4 ANALYSIS OF THE DATA COLLECTED ON STUDENTS AND LECTURERS DURING TERM ONE

The observations, diary responses and interviews were summarised and patterns noted using summary data. Chi Squared tests were used to test null hypotheses (See Appendix Q). Using several instruments and listening to the detailed responses in interviews helped compensate for the small sample size. Observations as well as the student and lecturer diaries were a source of rich information. Having students and lecturers from both Simba College and the University of Nairobi complete diaries highlighted differences in teaching and learning styles. The diary questions were divided into different sections to enable a comparison between the college and the University of Nairobi around the following themes: the level of interaction between the lecturers and the students; the intellectual demand of the courses; the level of engagement with the environment/resources; and for the students how well they connected with their courses. Students and lecturers completed the diary pages for the same learning sessions, which were all tutorial in nature to ensure a potentially interactive environment. Chi-Squared tests (a non-parametric test, looking at observed outcomes versus those expected by chance) were used to test the following null hypotheses (H_0) for each group, (See Tables 15 to 18):

Table 15: Chi-Squared Test Results for Simba College Students

Relevant Diary Summary Appendix O2:	The null hypothesis (H_0) Appendix Q:	v	(χ^2)Chi-Squared:	Test at 5%, χ^2 <	H_0 :
O2 (a): Simba College students	The learning style is interactive	11	19.10714	19.6751	Not rejected
O2 (b): Simba College students	The level of intellectual demand was high	9	16.10714	16.9190	Not rejected
O2 (c): Simba College students	The level of engagement with the college resources was high	5	4.46428	11.0705	Not rejected
O2 (d): Simba College students	The level of engagement with the college courses was high	6	12.28571	12.5196	Not rejected

Source: Simba College Students Diary

The null hypotheses (H_0) for the Simba College students were all positive, as these were the expected outcomes. For the null hypotheses to hold in all situations testing was carried out at the 5% level. Thus to maintain logic across all the different test groups the 5 % level was applied to all to test the null hypotheses in each case.

Table 16: Chi-Squared Test Results for Nairobi University students

Relevant Diary Summary Appendix O4:	The null hypothesis (H₀) Appendix Q:	v	(χ^2)Chi-Squared:	Test at 5%, χ^2 <	H₀:
O4 (a): Nairobi University students	The learning style is interactive	11	147.4642	19.6751	Rejected
O4 (b): Nairobi University students	The level of intellectual demand was high	9	81.5357	16.9190	Rejected
O4 (c): Nairobi University students	The level of engagement with the university resources was high	5	77.2142	11.0705	Rejected
O4 (d): Nairobi University students	The level of engagement with the university courses was high	6	29.7857	12.5196	Rejected

Source: Nairobi University Students Diary

Table 17: Chi-Squared Test Results for Simba College Lecturers

Relevant Diary Summary Appendix N2:	The null hypothesis (H₀) Appendix Q:	v	(χ^2)Chi-Squared:	Test at 5%, χ^2 <	H₀:
N2 (a): Simba College lecturers	The teaching style is interactive	11	13.8750	19.6751	Not rejected
N2 (b): Simba College lecturers	The level of intellect demanded was high	9	13.1250	16.9190	Not rejected
N2 (c): Simba College lecturers	Ensuring the level of engagement with the college resources was high	5	8.3750	11.0705	Not rejected

Source: Simba College Lecturers Diary

Table 18: Chi-Squared Test Results for University of Nairobi Lecturers

Relevant Diary Summary Appendix N4:	The null hypothesis (H₀) Appendix Q:	v	(χ^2)Chi-Squared:	Test at 5%, χ^2 <	H₀:
N4 (a): Nairobi University lecturers	The teaching style is interactive	11	35.8750	19.6751	Rejected
N4 (b): Nairobi University lecturers	The level of intellect demanded was high	9	22.7500	16.9190	Rejected
N4 (c): Nairobi University lecturers	Ensuring the level of engagement with the university resources was high	5	21.8750	11.0705	Rejected

Source: University of Nairobi Lecturers Diary

The first hypothesis (O2a) was tested at the 5% level with 11 degrees of freedom and as a positive outcome to the hypothesis: ‘The learning style is interactive’ was expected this

was made the null hypothesis. Since for O2a: $\chi^2 < \chi^2_{5\%}(11)$ the null hypothesis (H_0) was not rejected. For O4a: $\chi^2 > \chi^2_{5\%}(11)$ and the null hypothesis (H_0) was thus rejected. Also N2a: $\chi^2 < \chi^2_{5\%}(10)$ the null hypothesis (H_0): ‘The teaching style is interactive’ was not rejected and for N4a: $\chi^2 > \chi^2_{5\%}(11)$ the null hypothesis (H_0) was rejected. The level of testing, and the positive null hypothesis wording was kept the same to maintain logic. Thus as stated earlier, for the completed diary sessions, the learning and teaching style at the college was more interactive than at Nairobi University. The observations and interviews supported this view and reflect one of the possible gains from using ‘blended learning’: that of producing more independent, confident, self-directed learners – a key objective of any HE institution. As Naidoo (2003) has indicated:

In particular, the ability to learn how to learn and to innovate have been singled out as indispensable to the ‘high skills’ post-industrial strategies embarked on by governments. (Naidoo, 2003, p252)

6.5 SUMMARY OF THE SIGNIFICANT FINDINGS FROM TERM ONE

Consideration of the findings points towards the real possibility that providing a range of learning interactions and modes of delivery at the college is creating a much richer learning environment. This learning environment is new for some Kenyans and is seen by many as being a real opportunity to provide quality low cost higher education to more Kenyans than through more traditional methods.

The research during term one supported the earlier findings of the questionnaires and interviews, highlighted in chapter five, helping to answer the key research question: Can the establishment of a private university franchise operation in Kenya, in partnership with London University, utilising blended learning, play a part in the solution to Kenya’s higher education needs?

The attitudes of the students and lecturers at the college, the ‘stakeholders’, supported the blended learning approach as advocated by Simba College. Using a face-to-face session for the introduction of each unit and also for revision at the end, with paper assignments, web-based resources, e-tutorials and e-mail contact with their UK tutor sandwiched in between, was the evolved method of course delivery.

The data collected during term one described two areas:

1. The general characteristics of the college including its students, lecturers, facilities and courses;
2. The blended learning/teaching approach.

The General Characteristics of Simba College:

The high level of motivation amongst students was very apparent from the data collected by all the research instruments. Students were very excited to be part of the first group studying at the college. They were also proud of the fact that they were aiming for a degree that would have the same status as that of a degree awarded by a top UK University. All students were very positive about the campus and its facilities and they had quickly created a feeling of ownership regarding the college. Some have already represented the college in extra-curricular activities, with particular success in chess! The lecturers were particularly pleased to be involved in a program delivering degrees from such prestigious institutions as the LSE. *“Using material provided by the LSE was very exciting ... I had a feeling of being much more involved in quality higher education”* (Interview lecturer 2, Appendix M2). They also enjoyed the INSET delivered by visiting university personnel in September 2005. The INSET took place on the Wednesday before the University Fair (a UK university marketing event held in Nairobi). The day focused on ‘personalised learning’. Presentations and workshops took place on assessment for learning, effective teaching and learning, curriculum content and choice, and creativity in the classroom.

The colleges physical development was more of a problem being governed by its original purpose, that of a prep school. The main rooms such as the library, the Education Park and the Computer labs have all been built as conversions of original classrooms rather than purpose built. This has created some space and layout difficulties for students. *“The main toilets are very small there is usually a wait to use them – it will be worse if more students come”* (Student interview 3, Appendix K2). The main hall has maintained its function as an eating area and for presentations. The Education Park, where eight universities have offices, has been a successful development. It is hoped that its purpose, to provide additional income to the college, will be superseded by its role as a resource of British university lecturers who will support the local lecturers when they visit Kenya. All the college facilities have been installed at very competitive prices and have allowed the college to be created at an overall cost of seven million shillings (approximately fifty

thousand pounds). This does not include the cost /value of the original buildings and site, estimated at 80 million shillings (six hundred thousand pounds)

The Blended Learning Approach:

The development of Simba College must not only be seen as a partial introduction of a new solution to the lack of places on HE courses in Kenya. This is only part of the story. The significance of the findings is also the fact that technology on its own cannot work. The use of a ‘blended learning’ approach has required the implementation process to focus on aspects that would be necessary in any change process. The approach used at the college is different to that of other more ‘traditional’ colleges. It has required a change in thinking and this is reflected in many aspects, such as the teaching and learning styles, not just the technology.

The students involved in the interviews were positive about the approach taken. They felt blended learning gave them the best of all worlds. One student indicated that: *“It is possible to interact with fellow Kenyans at the college, both students and lecturers as well as international students using the London External Programmes bulletin boards. International tutors also kept in touch using e-mail”* (Student interview 4, Appendix K2). From their safe home environment students were able to explore ideas generated by the course content with fellow Kenyans and an international cross-section of students through the Internet. A number of students reported that students studying the same courses in the UK were very happy to communicate with students in Nairobi. They were a source of additional help. Carr-Chellman and Duchastel note that the ideal online course should have two facets of instruction. Their definition of instruction describes the objective of teaching through the blended learning approach adopted by Simba College: *“we define instruction as the fashioning of the learner’s context to optimise information interaction, and hence learning.” “The first is engagement (initiating and pursuing the interaction) and the second adaptiveness (sic) (enabling access to just the right information that is needed)”* Carr-Chellman and Duchastel (2000, p238). Engagement has not been fully achieved by using the University of London External Programme. The content will need to be given the appropriate social setting. Ten respondents answered question (d6) negatively: Do the course materials being provided help you to learn (10 out of 18) (Appendix O2)? This was further explored in the interviews: *“The level of English was hard in one unit and referred to things that I had never come across before. It is as if they expect you to be in Britain”* (Student interview 1). This will need to be addressed by ensuring that course assignments focus on authentic tasks and that there are many

opportunities for collaboration during the learning process. The programmes available will also need to tackle adaptation, encouraging initiative and independent interaction, and giving learners more control, hence optimising the matching of their needs with resources. There was a perceived cultural gap between course content, often regarded as coming from a western prospective and students own Kenyan cultural wishes. *“The course work is not very similar to what I used to study at school. The school books were relevant to Kenya using Kenyan towns and people. It definitely feels like you are studying a foreign degree not a Kenyan one”* (Student interview 3). While this mismatch was somewhat reduced by the use of local lecturers and interaction with Kenyan peers this remained a significant problem. When asked what they liked about studying at Simba College one reason was: *“the fact that we are taking degrees from prestigious institutions”* (Student interview 3). There is an obvious contradiction here.

The outcomes of this research are similar to other studies by: Alexander, (2002); Alonso, Lopez, Manrique and Vines, (2005); Concannon, Flynn and Campbell. (2005); Ferrigno-Stack et al (2003); Furnell et al (1999); Garrett and Jokivirta (2004); Guri-Rosenblit (2005); Kanuka (2002); Lewis (1999); Marland (1997); McIsaac and Stock et al. (1999); Schoech and Helton. (2002); Sharpe and Benfield (2005); Twigg (2002); Williams (2003); Hiltz (1995), implying that despite the negative sides of using ICT's/blended learning in higher education, students generally show a positive evaluation of its potential.

The ULEP sends out paper course materials to the individual student. ICTs provide additional support materials such as e-mail questions, electronic access to library resources, bulletin board communications and administrative functions. Access to electronic journals is also available through a user name and password, provided on fee payment. A further finding from the research was that the students welcomed having the key course materials in paper form. This is another method of delivery and adds to the blend in addition to the face-to-face delivery. The research also found that the use of face-to-face lectures was very popular. Many critical friends who visited the college cited the cultural expectation/tradition of learning only being made possible by the teacher, the so-called ‘mwaliimu’ effect. ‘Mwaliimu’ being the Kiswahili for teacher and a term used to describe someone of importance in society. Many students felt the necessity of having face-to-face contact with someone who they could regard as their teacher and a role model. *“I enjoy being involved in the tutorial sessions these small groups helped me learn well. We all learnt well from the lecturer”* (Student interview 2, Appendix K2).

“Having lecturers teaching you helped to understand the course booklets. I sometimes asked questions in Kiswahili” (Student interview 3 Appendix K2). Interestingly students were able to cope with restricted contact time as long as they felt there was a real teacher somewhere in the loop. The use of e-mail was regarded as an additional gain but not one that could completely replace someone on the ground (Q11, Appendix K2). The college student’s perceptions of the learning provided at the college was explored and contrasted to students at the University of Nairobi. Students were found to be more self confident, questioning and self-motivated. Students at public universities appear more critical of the resources and teaching provided in comparison to those at Simba College (Appendix O2 and O4).

The local lecturers were seen as a vital part of the college concept. The idea of distance course work and the use of e-mail to contact UK based lecturers was seen as complementing the local teaching programme. It was not seen as a replacement but as a flexible approach to learning. Lecture notes and answers to questions could be obtained on an individual basis and at a time suited to the individuals learning. Both students and lecturers felt that the use of ICT would help them to develop the skills necessary for their career development.

Chapter seven, the final chapter, looks at the limitations of the research, makes recommendations for future research, and draws final conclusions.

CHAPTER SEVEN

CONCLUSIONS

7.1 INTRODUCTION

The earlier chapters researched the many issues currently facing Kenyan higher education. This chapter starts by recapping on what the research set out to do and summarising the design, development and implementation of Simba College as a solution to the research question. The main findings are also outlined. The chapter then describes the limitations of the research and possible future developments for the college. Finally the chapter reiterates the main strengths and weaknesses of Simba College and examines the contribution to the research field. Areas for further research are suggested.

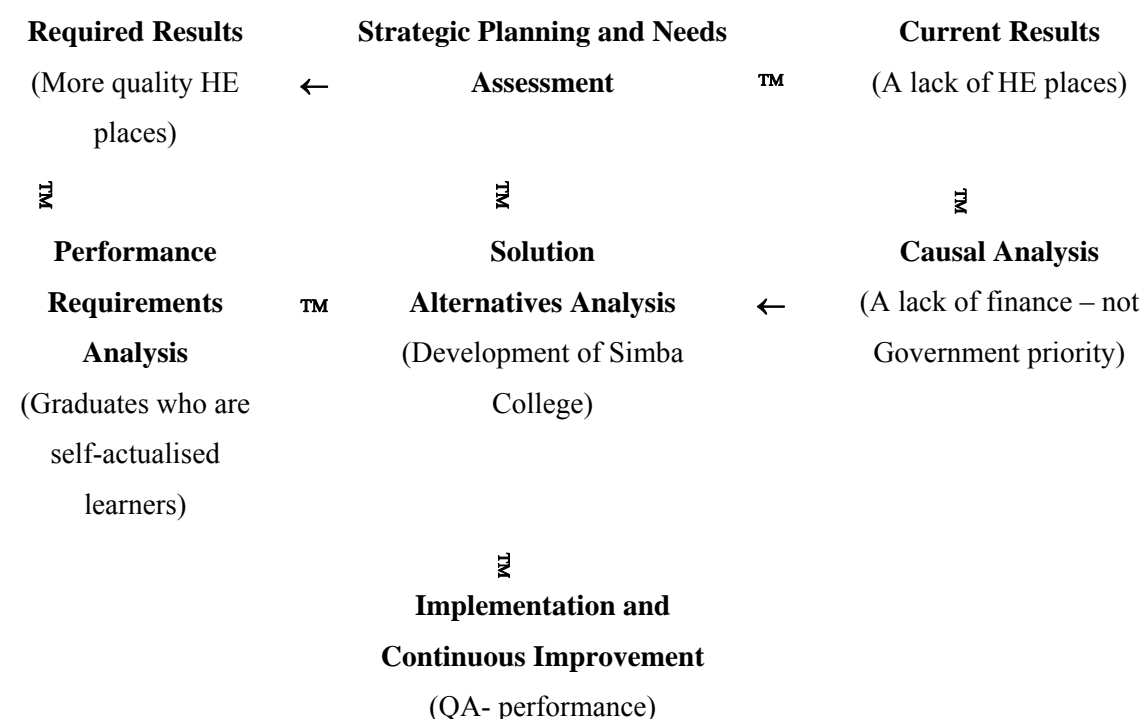
7.2 THE DELIVERY OF QUALITY LOW COST HIGHER EDUCATION TO KENYANS

This section recaps and summarises the design, development and implementation of the research. As indicated in earlier parts of the thesis, while private higher educational institutions have been heralded as one solution to the problems of access to higher education, we have little research into its implementation in the context of low income countries. This thesis has therefore sought to make a contribution to this research area by undertaking a case study of how students and staff have interacted and responded to this model in the Kenyan context. Advantages as well as limitations were outlined.

A suggested model for addressing the issue of how HE in Kenya can be extended to ensure a raised level of education and skills for more Kenyans is considered. The research began by looking at the state of higher education in Africa and Kenya in particular. The literature review and the initial research identified gaps between what is available to HE students and what is required. The link between the UK universities through the University of London External Programme and Kenyan HE students was formalised through Simba College and comes at an ideal time: when the UK Government is looking at ways that HE can support its aims of making African development a priority. The research can be seen as divided into two phases: Phase 1 consisted of the literature review and the gathering of data in the Kenyan context as well as from UK universities. This was used to design and develop the college. Phase 2 of the research was an analysis of the

implementation of the plan and an assessment of the benefits and the limitations of the blended learning and partnership approach adopted by Simba College. The Phase 1 research stage involved a strategic planning model for the college similar to the approach taken by Watkins:

Table 19: A Performance Accomplishment System



Source: Watkins, 2003, p112

The primary aim was to open a supported distance learning higher education college using blended learning in a partnership with an established western institution to answer the research question: Can the establishment of a private university franchise operation in Kenya, in partnership with London University, utilising blended learning, play a part in the solution to Kenya's HE needs? Some of the principles have included:

1. Ensuring that higher education in Kenya is more inclusive with greater access for disadvantaged social economic groups. For this to be achieved it was vital that there was not a significant cost barrier, and so both set-up and running costs needed to be kept low.
2. Ensuring that higher education is of benefit to the development of the student and of the country. The importance of higher education for the 'public good' as well as 'private good' must be considered. The educational content provided will have to be of high quality, relevant and meet international standards.
3. Delivering education which promotes active learning leading to students who are independent, confident, self-motivated and self-directed learners.

An analysis of the following areas was considered crucial:

- the curriculum;
- the pedagogy;
- the technology, both hardware and software and college facilities;
- the students, both their needs and the countries requirements of them;
- the lecturers and support staff needs.

While the concept of distance learning to keep costs down is an old one, the use of imported content through a private franchise coupled with relevant local support and the use of ever-developing ICT resources in a specific blend is what makes Simba College unique. This, it is hoped, will reduce costs, increase access and improve quality. The cost of tuition at the college is low when compare to the costs of attending a UK university. However what the study found was that the costs are still too high for the majority of the Kenyan population. A limitation of the case study therefore is that the college has only extended access to more of the middle classes. This growing middle class is, however, likely to continue to make demands on the private education sector. The numbers of students on the Kenyan parallel programme, the public university students who pay full fees, is now equivalent to the number on the normal courses. Those who are able to pay are thus using private methods to obtain higher education and hence are leaving more spaces in the lower cost public HEIs. It might be argued that families from the middle classes are more likely to be able ‘play the system’ and hence still take up lower cost public university places but the continuing disruption in the public sector with constant closures and a dissatisfied teaching body makes this an unattractive proposition.

Whether the college will help meet the need for greater access will take time to assess – it is much too early to make precise predictions. The decision to deliver the curriculum using content provided by one institution only, the ULEP, reduced administration and development costs but also added some key limitations. The course content has initially involved the wholesale adoption of previously developed materials. These courses are being delivered by mail and through the college ICT facilities by selecting the best blend for each course element. Face-to-face learning is effective for practical work, teaching difficult concepts and providing the necessary two-way communications for problem solving. Asynchronous e-learning is good for e-mail, simulations, online case studies and bulletin board communications. Synchronous e-learning is good for online exercises, communications between students from other institutions and live feedback from UK tutors. Due to cost and technical issues this final method did not take place during term

one. This method of delivery would have been a useful addition to ‘the blend’. In the future with the arrival of the Indian Ocean fibre optic link, providing more bandwidth and lower costs, live conferences will extend the learning experiences of students at Simba. It will be interesting to evaluate such a development in the future. Thus the first cohort was not able to take advantage of the ULEP online conferences and their learning experiences will, as a consequence, have been reduced. As highlighted earlier a major limitation is that the curriculum is not localised and thus has less relevance to Kenyan students compared to UK students. Time may improve this situation: The pedagogy is being ‘blended’ by London University, local lecturers and the students. The main contribution in relation to the curriculum has been from London University and this will in all probability continue for a long time. The situation therefore is that western specialists have planned the curriculum. The limitation of this is in relation to the erosion of the role of higher education as a reservoir of national culture. This type of transnational education has, however, an important role to play in exposing students to international knowledge in order to prepare them for an increasingly interconnected world but there is also a growing concern that the importation of curricula may channel forms of cultural imperialism into developing countries. Xiaoming and Haitao, for example in relation to China, express the concern that: *“transnational education may lead to the erosion of indigenous values and culture”* Xiamoming, Z and Haitao, X. (2000).

Western educationalists have been able to call on huge resources to develop course content and materials as they have access to the necessary funds and knowledge base. The barriers to rank and file lecturers developing new courses and the necessary materials ‘in house’ in Kenya are formidable. It would take time and money with no guarantee that the qualification achieved would have any currency. The problem may be seen to be greater for certain courses such as law and history compared to others such as IT. It will take time for Kenyan lecturers to move from the point of adoption, an intention to use the imported curriculum, to its institutionalisation, when the curriculum is accepted and becomes a matter of routine. It may, however, be the west that makes these changes: the commercial gain for UK universities will require them to adapt their ‘product’ to the new developing world market.

Finally the third point has to some extent been addressed: evidence having been provided by the observations, interviews and diaries carried out during term one. Students and lecturers responses indicated that ‘they enjoyed’ blended learning and that the learning and teaching style is perceived as interactive (See Table 15 and Table 17). The students and

lecturers have coped well with the demands made upon them. They have begun to change their practice as a result of being involved in the project as indicated by the comparison with the diaries of students at the College and at Nairobi University and the College and University of Nairobi lecturer's diaries. The lecturers and students have started to localise the teacher/learner interface. The pedagogy has naturally moved away from e-learning to the interaction between students and lecturers, an active cognitive process has been taken up which requires reflective practitioners. The interaction is very 'Kenyan' and has been mirrored elsewhere in society such as local FM radio and mobile phone use. Kenyans have a natural instinct to make things their own. Radio stations were initially modelled on UK stations but are now using the full range of Kenyan mother tongues. Mobile phones are being used in unique ways e.g. for sending cash to relatives – a world first. The College likewise is manifesting unique features such as the weekend family get together where everyone seems to be helping the students from mother to great grandfather. Whether this localisation would apply more generally will be an interesting issue to research.

In general the research has concluded that some of the goals of the college have been met during the first term of operation. The research has given us some insights into the adoption and the implementation of blended learning with a partner in the Kenyan context. Findings have indicated that blended learning involving local interaction with a high quality well resourced Partner University in a high income country may provide elements of a solution to providing greater access for Kenyans to higher education.

The college has evolved into an institution providing only courses from the ULEP using a local site and local lecturers. The use of ICTs has enabled this relationship to work at a reasonable cost. However, far more in-depth research will need to be carried out to ensure a greater understanding of the benefits and pitfalls of this model as a learning experience for students.

The next part of this chapter considers the limitations of the research and summarises areas of further development.

7.3 LIMITATIONS AND FUTURE DEVELOPMENTS

The research findings must be considered in light of the study's limitations. My position as a participant observer is one such limitation. This has been considered in depth earlier in chapter four. The main limitation of my role in the research is that although I may feel I have taken action to mitigate this position to some extent I am the only judge as to whether I have succeeded. Some of the outcomes may have been different. It can be also been argued that the findings would not have been as rich without my being part of the higher education scene in Nairobi for the past twenty years. I have been able to access people, data and concepts that another researcher new to the environment would not have been able to.

Another important limitation relates to the samples used in this study. The numbers involved in the initial study, on which many changes to the original development of the college were made, whilst being of reasonable size, was not reflective of the population as a whole and was restricted to middle class urban groups. This has influenced the implementation of the college and as such should only be applied to different populations with care and a great deal of re-evaluation. The numbers involved in the college were small and may not have captured the quality of student learning and lecturers teaching experiences, particularly because it has been suggested by much of the literature that blended learning/teaching experiences are different from those of face-to-face courses (Dumont, 1996). Also, although the analysis produced a consistent view of the classroom interactions using the diaries and interviews, the study measured a limited number of lesson interactions and there was no direct systematic observation of these sessions. This did not take place due to my time constraints as the research had to be concluded in one term. This meant that a great opportunity to generate some interesting research was missed. Hence additional studies need to be carried out to determine whether these views are viable constructs and whether there are other interactions that may not have been uncovered. Informal observations do lead me, however, to conclude that what is indicated in the diaries: greater interaction amongst students and staff and students and students and a more critical and questioning attitude is valid. Some of the outcomes may be due to the relative 'newness' of the college. Any new development or teaching method has a faddish outcome for a while or until the 'next great thing' comes along. Additional longer-term research will be required in order to fully support the outcomes of this study.

Another limitation was the lack of analysis of the influences of the different cultures of the respondents taking part in the research. Although all spoke and read English very well, for most it was not their mother tongue.

The Chi-squared tests supported the null hypothesis that the learning and teaching style is interactive, the level of intellectual demand is high and the level of engagement with the college resources and courses is high at the 5% level. Whether the expectation that Simba College provides a more active learning environment than the University of Nairobi is met will depend on whether the instruments measured like with like. The interactions must be in similar situations i.e. comparing two groups of similar size and gender, or in similar physical environments. Longer-term research with a larger population would strengthen the research outcomes by capturing more interactions over a longer time frame.

Recommendations for Future Developments

The research has raised areas of concern which the college will need to address. The future development of the college will need to ensure that the students at Simba College are taught and educated in a way that will equip them for the world of work and lifelong learning in Kenya. This will mean that in the future the college will need to anchor its teaching and learning in a Kenyan context. There is a need to ensure that the college will have a social and cultural impact as well as an economic one.

Based on the finding of this study, recommendations for future development at the college are listed below:

1. Develop the marketing of the college. The low uptake in the first term is likely to be corrected by raising the profile of the college and what it is delivering.
2. Develop conferencing and laboratory workshops. The use of the high speed broadband fibre optic connection will enable the college to deliver a much greater range of learning experiences in the future.
3. Have better communication and collaboration between the college and the University of London institutions. This will enable the ULEP to adapt more to its users and vice versa.
4. Link with AISEC (Association Internationale des Etudiants en Sciences Economiques et Commerciales) to provide graduate students on gap years to come to Kenya from the developed world who have the skills and the time to help

students at the college. This would provide a mentoring/exchange programme to encourage a global prospective.

5. Use visiting UK lecturers to discuss and share ideas, strategies and practices, for e-learning to support teaching and learning. This will bring expertise into the college both for the students and local lecturers.

7.4 FINAL CONCLUSIONS OF THE STRENGTHS AND WEAKNESSES OF SIMBA COLLEGE

In this section I summarise the strengths and weaknesses of the new college and examine the contribution to the research field.

The emergence of private small scale colleges as a significant force in Kenyan HE has added new dilemmas and possibilities. Balancing these forces in the interest of Kenya's development will be a central challenge for policy makers and practitioners as the outcomes are affecting society at large and changing the lives of many of their students. The tensions highlighted in this thesis are equity versus excellence, widening participation versus quality and between the 'private good' and the public good' nature of higher education.

The West's movement away from traditional vocational skills, used to support old industrial economies, towards the ICT skills necessary in the knowledge-based economies, coupled with the ever growing service industries with their reliance on 'soft' skills, coincides with our ability to provide these skills via blended learning. The old industrial skills needed a much higher degree of contact for skill transfer to take place. The reliance on practical work was paramount. The new information age does not depend on a large part of the population having practical exposure. This is not to say that there is no room for such practical courses or that the old industries will disappear completely; it is simply that their primary role in economic development has been eroded. Kenya, in particular, does not have an economy based on mineral, oil or industrial wealth but more on tourism and commodities such as flowers, fruit and vegetables. Such an economy is more dependent on 'soft-skills'. The developing world can acquire these skills through distance learning at a fraction of the cost of developing their own courses. This also ensures that in the short term the currency of any accreditation is global. Thus the supported distance learning at Simba College should produce the qualified students necessary for the countries' development and economic success. The use of the Internet, video

conferencing and other, newly developed computer technologies, will enable students to learn through a less didactic approach and a more interactive one. This supports a constructivist approach to education. There will be more opportunities in the future at Simba College for a much more engaged approach to learning as compared to older distance learning methods.

The blended learning approach and both the hardware and software, used at the college has had many implications on cost, inclusion, and pedagogy. The approach taken by many universities, expanding into the use of ICT to support their own full time students and new distance-learning markets, is to use the Internet, e-mail, DVDs, MP3s and Internet conferencing. The technology is now available locally at reasonable costs. All this hardware and connectivity will be available at the college. The V-Sat equipment installed at the AVU centre at Kenyatta University to enable the centre to participate in satellite video-conferencing cost the World Bank millions of dollars (World Bank Report (1998/9). Such an expense would necessitate any private enterprise having to increase course costs beyond all but the very rich. Using such equipment means that the Kenyatta University's AVU experiment is unlikely to be emulated in other non-aid funded ventures.

If providing an education simply meant providing content, the ULEP could be defined as providing a complete education. But blended distance education, like any education, is more than simply encountering information. Effective education must be able to guide the learner, discern whether learning is taking place, and remove barriers to the learner's comprehension. In my opinion these things are impossible without some use of face-to-face teaching and peer-to-peer interaction. Yorke notes:

Over the medium term, the future of higher education may be more prosaic than some enthusiasts for the new technology would have it. Of course, higher education will change and adapt as new materials and delivery vehicles become available – it may be the “mix” of learning methods that is the most marked of the changes. (Yorke 1999, p23)

The weaknesses of the various approaches to this mode of blended learning, highlighted in the literature, include: high costs for equipment and personnel; the challenge of synchronising the provider and learner; learner isolation; the work required to develop appropriate materials; and the reliability of the delivery system. The strengths include the promise to broaden access; availability of education anywhere at any time;

individualisation of instructional strategies; and increased learner control over the educational programme.

There is no doubt that the greatest educational challenge facing Kenya today is how to provide an education that meets Kenyan development priorities, individual needs and at the same time maximise learning cost-effectively using the resources available in the country. The tensions highlighted in this research: equality versus excellence and widening participation versus quality lead to the following future goals for Kenya:

- Increasing participation in higher education;
- Creating comparable standards to other countries higher education;
- Increasing the number of students with high-level skills;
- Preparing for the knowledge age.

The HE systems of African countries have been neglected, both by their own governments and by external donors, since the end of the 1960's. Yet HE remains critical if they wish to join the knowledge economies of the world. International donors are beginning to put HE funding back on the agenda at the same time as African countries are. As Kenya moves from having adopted universal free primary education in 2004 to universal free secondary education in 2007 more Kenyans will be qualified to enter HE. This demand will need to be addressed. My belief is that cost-effective, HE is about to play its role in a new era of sustainable economic development for Kenya. This will be built on the appropriate skills being taught to Kenyans at a cost that can be afforded.

This case study has contributed to the research field by providing an insight to a HE college, in a developing country, working in partnership with the University of London External Programme. The unique blend of imported content and local delivery has been investigated and insights for the future noted.

Many Kenyan's continue to see an academic degree as a 'private good' rather than a 'public good'. This will be a challenge for policy developers in the future. Kenya will need to reinvigorate its university research programmes as well as deliver quality teaching and relevant courses.

Important pointers are raised by researchers such as Newman and Johnson (1999) who state that:

The postmodern celebration of indulgence, difference and individuality resembles the invisible pedagogy in shifting the locus of control to the student, but differs from it in abandoning any implicit rules of hierarchy. The demands of the state for industrial efficiency in a global competitive market assume that pedagogy must be visible in the interests of market-oriented accountability. The IT revolution is hailed as the visible means for simultaneously fulfilling market requirements and indulging the individuality of students as customers of the higher education system.
(Newman and Johnson, 1999, p84)

This research, like most, raises as many questions as it answers. One immediate change has been that of access for middle class Kenyans to quality degree programs at home. The research has not focused in any depth on the content of the distance learning materials as this is a whole area of research in its own right. Effective teaching using blended learning methods will also need a great deal of further research before the majority of academics begin to accept it as an alternative pedagogy. Blended learning using ICT may or may not reduce the barriers to providing distance education. The learner-centred and collaborative environments being created by web designers have the potential but do not necessarily meet the concerns of educationalists such as Dewey, Piaget, Vygotsky and Bruner. It is as important to know how we think as it is to understand how we learn.

Based on the finding of this study, recommendations for future research areas are listed below:

1. Examine the influence of culture on the implementation of blended learning institutions such as Simba College.
2. Examine in more detail the effect of such a college on the learning and teaching style and quality.
3. Carry out a comparative study between Simba College and a more traditional college.
4. Investigate the opportunities for such a college in rural regions of the country and other countries in general.
5. Investigate the implications of possible cultural differences between African and Western learning attitudes.

6. Further longitudinal studies could look at the college students compared to those from more traditional institutions over five to twenty years after leaving higher education to compare career progression and reflect on whether the approach taken at the college made a difference to student's development.
7. Examine the effectiveness of the delivery, and assessment of Internet mediated learning and the nature of the pedagogy required by e-learners.
8. Investigate whether policies governing higher education institutions may act as barriers to the implementation of Simba College.
9. Examine the impact of imported content and curricula on national contexts.

Further study of these areas may help Kenya meet the goals of increasing participation, providing quality courses to international standard and ultimately producing graduates prepared to meet the challenges of the knowledge age in our globalised world.

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APPENDIX A

TERMINOLOGY

Since Kenya obtained its independence from Britain in 1963 its education system has been changed many times. The education sector has undergone many reviews by special commissions and working parties set by the Government (GoK, 1964; 1976; 1981; 1988; 1999). The rationale for these reviews has been to improve the efficiency and effectiveness of the education sector. However, as the status of education indicates, this objective has not been achieved over time despite public investment into commissions of inquiry. Generation

Below is a list of the systems used since 1963. The 8 – 4 – 4 system is the one in current use.

The 8 - 4 - 4 system represents an education system based on 8 years of compulsory primary education from about six years of age. This is followed by 4 years of secondary education from the age of 13. Entry is by exam results. This is then followed by 4 years of undergraduate university study. Again entry is by exam results.

The 7 - 4 - 2 - 3 system represents an education system based on 7 years of compulsory primary education from about six years of age. This is followed by 4 years of secondary education from the age of 13. Entry is by exam results. This is then followed by 2 years of pre-university followed by 3 years of undergraduate university study. Again entry is by exam results.

The 7 - 2 - 2 - 2 - 3 system represents an education system based on 7 years of compulsory primary education from about six years of age. This is followed by 2 years of secondary education from the age of 13. Entry is by exam results. This is then followed by 2 years of pre-university followed by 3 years of undergraduate university study. Again entry is by exam results.

The 8 - 4 - 2 - 3 system represents an education system based on 8 years of compulsory primary education from about six years of age. This is followed by 4 years of secondary

education from the age of 13. Entry is by exam results. This is then followed by 2 years of pre-university followed by 3 years of undergraduate university study. Again entry is by exam results.

The 8 - 4 system represents an education system based on 8 years of compulsory primary education from about six years of age. This is followed by 4 years of secondary education from the age of 13.

The 4 - 4 system represents an education system based on 4 years of compulsory lower primary education from about six years of age. This is followed by 4 years of intermediate education from the age of 9.

The 6 - 4 system represents an education system based on 6 years of compulsory primary education from about six years of age. This is followed by 4 years of secondary education from the age of 13.

The Koech Report of 2000 recommended a further change to a new system: Totally Integrated Quality Education and Training (TIQET). As a departure from the 8-4-4 system of education, the proposed TIQET system has some basic innovations. Among the key ones are:

1. The expansion of access to basic education from 8 to 12 years. This gives the opportunity for every Kenyan child to attain the minimum of secondary level education.
2. The potential for eliminating existing disparities in education such as those on geographical factors, social and gender issues, by providing a universal and compulsory Basic Education over a planned period of time with special measures for addressing the needs of disadvantaged groups, especially those with special learning needs.
3. The introduction of a manageable curriculum content at all levels of education. The reduction of examinable subjects to 5 and 4 non-examinable subjects at primary school level. At secondary level a minimum of 7 subjects selected from four groups, with three core subjects (Mathematics, Lugha ya Kiswahili and English language) and one subject

from each core group (of Sciences, Humanities and Social Sciences, Applied Practical skills and technical subjects).

4. The introduction of a modular or unit learning approach and credit accumulation in post-secondary education which will allow for credit transfer from one institutions or level to another, and for facilitating points of exit and re-entry as appropriate.
5. Flexibility: The introduction of limitless opportunities for access to education through expanded alternative and continuing education.
6. University admission and programs to be flexible to allow 'get -in-get-out' arrangement for those who cannot afford to finish their studies continuously in a block, and not to just target school leavers.
7. A comprehensive new legal framework that addresses previously omitted aspects of education such as Early Childhood Care and Development Education, Special Education and Technical Education. This is presented by way of draft bills for a new Education Act.
8. Enhanced continuous assessment and in particular monitoring learning achievement. This would make education demand-driven and tie it to the labour market.

The hallmark of the proposed system is, however, the expansion of basic education from the current 8 to 12 years and the increased opportunities for learners' progression to higher education levels through flexible admission system based on credits accumulation and transfer.

The Koech reports recommendations have not as yet been fully implemented.

APPENDIX B

SITE PICTURES - TAKEN BEFORE BUILDING RENOVATIONS BEGAN



APPENDIX C

PICTURES OF THE COMPLETED SITE



APPENDIX D

MINISTRY OF SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCE TEC", Nairobi
HOUSE "B"

JOGOO

HARAMBEE

AVENUE

Fax No.

P.O. Box

60209-00200

Telephone No: 318581

NAIROBI

When replying please quote

KENYA

MOS&T 13/090/Vol.X/124

25th June 2002

Chris Drew
Simba College
Po Box 24819, Nairobi 00502

Dear Sir,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "The Use of ICT to expand the availability of university degrees to Kenyan students"

I am pleased to inform you that you have been authorized to carry out research in selected Private and Public schools in the Nairobi area, and at The University of Nairobi for a period ending 30th August 2005.

You are advised to report to the Provincial Commissioner Nairobi, Provincial Director of Education, the Principals of the Secondary Schools you will visit before commencing your research project.

Yours faithfully,

MO Ondieki
FOR: PERMANENT SECRETARY

Copy to:

The Provincial Commissioner – Nairobi
The Provincial Director of Education – Nairobi
The Principals/Directors, Private and Public Schools – Nairobi

APPENDIX E1

UK UNIVERSITY LIST OF THOSE SURVEYED

Code	University	Names (Removed to maintain confidentiality)	E-mail Address (Removed to maintain confidentiality)
1	BATH		
2	BIRMINGHAM		
3	BRADFORD		
4	BRIGHTON		
5	BRISTOL		
6	DE MONTFORT		
7	EAST ANGLIA		
9	KEELE		
10	KENT		
11	KIAD		
12	KINGSTON		
13	LEEDS		
14	LEICESTER		
16	LIVERPOOL		
17	LOUGHBOROUGH		
18	LSE		
19	MIDDLESEX		
20	NEWCASTLE		
21	NOTTINGHAM		
22	READING		
23	SHEFFIELD		
24	SUSSEX		
25	WORSTER – UC		
26	WARWICK		
27	WEST OF ENGLAND		

APPENDIX E2

RESEARCH QUESTIONNAIRE TO UK UNIVERSITY REPRESENTATIVES v3

Official use only:

Questionnaire issued by:	C Drew. Returned to C Drew by hand
Venue questionnaire given out:	UK University visit to Simba
Date and time:	September 2002 Morning (all) returned same week

Dear Sir/Madam,

This questionnaire is part of a piece of research at the University of Bath on the development of a virtual/blended learning college in Nairobi. Students will be able to use the college to study for UK degrees by distance learning with the support of resident tutors. UK universities will provide the course content. Courses will be partly supported by online teaching and students will also be given opportunities for discussion with other students and tutors around the world using high-speed broadband connections facilities. Local and expatriate tutors will also give lectures. The college will be on State House Road and open 24 hours a day seven days a week. The college facilities will be extensive there will be a swimming pool, library, café, student bar, computer labs, art rooms, basketball courts, quiet study areas, teaching rooms etc. Boarding facilities will also be available. Thus the college will create a study atmosphere with a social and sporting environment.

Only UK Universities that have attended the Simba University Fair and the Manchester Group are being involved in this research. Thus the questionnaire is only going to university personnel who know the set up out here. Any additional thoughts will be most welcome.

Completed forms should be e-mailed to Chris.drew@Simba.ac.ke. Or posted to C. Drew, Po Box 24819, Nairobi, Kenya. Or returned after completion by hand. Your answers will be treated with strict confidence and will only be used for research purposes

The questionnaire should take about 25 minutes to complete.

Please tick ✓ all relevant boxes.

Personal details:

1. Status summary

Highest Academic Qualification	The name of the university which currently employs you *	Number of years employed in HE/FE sector	Area of academic interest

*If you are concerned about privacy do not answer this question.

2. Country of birth

UK	Other (Please specify)
----	------------------------

3. Number of working visits to Nairobi during the past ten years.

None	1 to 3	3 to 5	6 to 10	11 to 15	16 to 20	More than 20
------	--------	--------	---------	----------	----------	--------------

Qualifications and interests:

4. Briefly describe your job.

--

5. What qualifications have you achieved?

Qualification	Subject area

6. Will you be able to find the time to visit the college during the next year?

Yes	No
-----	----

7. Do you have any experience of teaching at undergraduate level?

Yes	No
-----	----

8. If yes please specify the subject area.

--

9. Do you have any experience teaching with or using the Internet, eLearning, blended (mixed) learning methods or any other ICT mediated instruction?

Yes	No
-----	----

10. If you answered yes to **question eight**, please outline your involvement.

<p>Internet</p> <p>eLearning</p> <p>Blended learning</p> <p>Other</p>

11. Is the Simba College concept of any interest to you?

Yes	No
-----	----

12. If you answered yes to **question ten**, please briefly outline your interest.

--

Qualification model offered by your institution:

13. Would your institution be likely to validate a Simba College Foundation Programme? If so what would be your quality assurance demands?

Yes or No	Quality assurance demands (such as financial commitments etc)

14. What degree(s) or postgraduate qualification(s) do you think your institution would/could offer through Simba College?

--

15. For each of the above qualification describe how the course would be structured?

Qualification	1 Year Simba 2 Years University	2 Years Simba 1 Year University	1 Year Foundation at Simba 3 Years University	The whole course at Simba

16. Please outline any other course(s) and their structure that you feel would be of interest to Simba College.

17. Does your institution offer any such courses to other colleges outside the UK? If so please complete the table below. * = Please leave if confidential

Course	Name of the college through which the course is offered*	The country in which the college is located*	Model i.e. 1 plus 2	Additional comments

18. Please give details of any course(s) you would be able to provide. Would there be a cost? Through what media would the content be provided?

Course/Degree. Please specify i.e. Law, Business Studies etc	Approximate annual cost to provide course (in pounds per student)	Media of delivery e.g. paper, Internet, MP3, CD, would need to be taught Please specify

19. Eventually the college will be made up of five Schools each headed by an expatriate from the UK Higher Education sector. Do you feel this is a suitable model and what Schools would you suggest be included?

Yes	No
-----	----

Please add any additional schools to the table below.

School of	Should be included (Yes or No)	School	Should be included (Yes or No)
Law		Sports and Recreation	
Engineering		Business	
Information Technology		Access*	

* = The Access School provides Foundation Courses and/or A-levels

20. How would you go about setting up the academic content of a college in Nairobi with the mission outlined below?

Our mission is to provide access to quality UK Higher Education for very bright Kenyan students who cannot quite afford to complete whole or any courses overseas at a UK University.

The learning students profile

Simba College will be based in Nairobi and open 24 hours seven days a week. The college will support student's study through contacts with expatriate and local tutors and other students on similar courses.

21. Please tick against the age of students you would prefer to see studying at the college? You may tick as many boxes as you wish.

18 to 22	23 to 30	31 to 40	41 to 50	51 and above	All ages over 17
----------	----------	----------	----------	--------------	------------------

22. Would your institution be able to find the time to support, via e-mail, study at the college?

Yes	No
-----	----

23. Does your institution promote life-long learning?

Yes	No
-----	----

24. Are you concerned that working wholly online would be too difficult for most students?

Yes	No
-----	----

25. Why might your institution consider supporting the college?
(On a scale of 1 to 5 indicate which statements below you feel are important. Add some of your own if you wish.)

Statement	1 Not important	2	3 Quite Important	4	5 Very Important
(a) To help provide more valuable qualifications (b) To help provide more relevant courses (c) To help improve the link between university level courses and the real world of work (d) To help provide a more challenging content (e) To help provide courses which use a more up to date teaching pedagogy (f) To help support higher education in the developing world (g) To enable the institution I represent to make a financial gain. (h) To encourage the use of ICT around the world (i) To help foster the development of globalisation					

Use of Computers

26. Does your institution provide course materials via the Internet?

Yes	No
-----	----

27. Does your institution provide teaching through the Internet?

Yes	No
-----	----

If you answered **YES to either** of the questions above please answer questions 27 to 30:

28. Does your institution find it easy to manage the technology? e.g. fast response to student inquiries, accessing documents and generally managing course materials.

Yes	No
-----	----

29. Does your institution find it easy to communicate with its students via e-mail?

Yes	No
-----	----

30. Do you usually send printed materials in addition to Internet and e-mail provision?

Yes	No
-----	----

31. How valuable do you think blended learning is (or could be) for your teaching?

Not valuable	Quite valuable	Unsure	Valuable	Very valuable
--------------	----------------	--------	----------	---------------

32. What technology does your institution use to provide e-learning courses? If possible please include details such as the size of your broadband connection etc. Also include any problems you have encountered.

--

If you would like to add any additional comments please do so below.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

Thank you very much for helping me with this research.

If you would like further information please e-mail me at: chris.drew@Simba.ac.ke

APPENDIX E3

RESEARCH QUESTIONNAIRE TO UK UNIVERSITY REPRESENTATIVES v3 SUMMARY OF RESULTS

Number of respondents (N): 19

1. Status summary

Highest Academic Qualification	The name of the university which currently employs you *	Number of years employed in HE/FE sector	Area of academic interest
Number of PhD's = 11 Number of MA's or BSc's = 5 Others = 3		Ranged from 1 to 22 years	Most areas from engineering to law to arts

*If you are concerned about privacy do not answer this question.

2. Country of birth

UK	Other (Please specify)
16	3 (Italian, Chinese, Nigerian)

3. Number of working visits to Nairobi during the past ten years.

None	1 to 3	3 to 5	6 to 10	11 to 15	16 to 20	More than 20
0	7	3	5	2	1	1

Qualifications and interests:

4. Briefly describe your job.

Many were either admin or academic staff who also travel to other parts of the world (Africa, China etc.) to get students to apply to their institution. The common objective was to recruit good students to increase the cultural diversity of their student body and to increase the universities income through foreign fee paying students.

5. What qualifications have you achieved?

Qualification	Subject area
As Q1 large range	Large range. Q5 was not very useful

6. Do you have any experience of teaching at undergraduate level?

Yes	No
14	5

7. If yes please specify the subject area.

Most areas covered.

8. Do you have any experience teaching with or using the Internet, eLearning, blended (mixed) learning methods or any other ICT mediated instruction?

Yes	No
9	10

9. If you answered yes to **question eight**, please outline your involvement.

Most used bulletin boards, WebCT, although Moodle is a growing replacement
For WebCT and e-mail for keeping in touch with students. Some used smart boards linked to the Internet – basic lecturing uses similar to the use in schools. Our external programmes are designed so that the students can study independently and complete their degrees successfully. Some of our students tell us they complete their qualifications more quickly and with better results when they seek tutorial support at a local college.
Our institution has provided additional support for students studying in most fields via e-mail, Black Board and web sites. Many departments now allow students to post assignments directly via e-mail. - UCL

10. Is the Simba College concept of any interest to you?

Yes	No
19	0

11. If you answered yes to **question ten**, please briefly outline your interest.

Most outlined possible links between their own institutions and Simba College. The most common being the idea of studying for a year or two at Simba and then moving to the UK to complete their degree. Kent were prepared to licence Simba to run their Law degree with the final year at Kent: “I have been coming to Kenya for twenty years. I see the college as a positive development and I would suggest a working partnership with Kent on our law programme which we are currently offering in Mauritius”

Qualification model offered by your institution:

12. Would your institution be likely to validate a Simba College Foundation Programme? If so what would be your quality assurance demands?

Yes or No	Quality assurance demands (such as financial commitments etc)
Yes: 16	Most would provide the content of the course with quality assured via the final examinations.
No: 3	

13. What degree(s) or postgraduate qualification(s) do you think your institution would/could offer through Simba College?

Most were offered, although the most common were business/economics, IT, Law

14. For each of the above qualification describe how the course would be structured?

Qualification	1 Year Simba 2 Years University	2 Years Simba 1 Year University	1 Year Foundation at Simba 3 Years University	The whole course at Simba
Most were offered	6	12	All 19	1 (IT)

15. Please outline any other course(s) and their structure that you feel would be of interest to Simba College.

Law at Kent would/could be provided via their own franchised course – they already provide this to other institutions around the world such as Mauritius QAA would be carried out by Kent, Law librarian would visit, also access to Kent electronic resources. High speed Internet access would be required, lectures would be provided electronically. Local lecturers could support the programme, but their qualifications would need to be vetted. A visit for QAA would be arranged every three years.

Many institutions provide distance learning for degrees such as IT and business which are quite flexible. Many postgraduate courses are run on the Open University model of study at home plus ‘summer school’.

We are already looking at offering an MPhil in International Teaching wholly completed in Nairobi. This will support the development of modern teaching methods – Warwick. The provision of an HND in IT and Computing at Nairobi followed by a further year at Manchester will provide students with the necessary IT skills” (City College Manchester

16. Does your institution offer any such courses to other colleges outside the UK? If so please complete the table below. * = Please leave if confidential

Course	Name of the college through which the course is offered*	The country in which the college is located*	Model i.e. 1 plus 2	Additional comments
Law	Mauritius Institute Bermuda College	Mauritius Bermuda	Various	Part 1 leading to Cert Law at Simba Part 2 leading to Bachelor of Laws with Honours at Kent
Law, IT Business	Middlesex	UK	Last year	

17. Please give details of any course(s) you would be able to provide. Would there be a cost? Through what media would the content be provided?

Course/Degree. Please specify i.e. Law, Business Studies etc	Approximate annual cost to provide course (in pounds per student)	Media of delivery e.g. paper, Internet, MP3, CD, would need to be taught Please specify
Various course were offered from many of the universities:		
E.g. (1) Law from Kent	£4,500 per year for 20 students additional students £220	E-lectures via the Internet, local lecturers, use of Kent electronic library resources. Audio recordings of lectures.
E.g. (2) Foundation Course for Law, Business Studies, Social Science, Science and Engineering from Warwick	£ 8,000 per year per student. The course lasts for one year.	Course would be delivered by Simba. The quality of the programme is monitored by visiting academic staff.
E.g. (3) Middlesex, Business, IT	£6,000 per year	Course would be delivered at Simba in liaison with Middlesex
E.g. (4) Leicester, Law, Business, IT	£5,000 per year price is varied according to country	Mostly postgraduate courses only

18. Eventually the college will be made up of five Schools each headed by an expatriate from the UK Higher Education sector. Do you feel this is a suitable model and what Schools would you suggest be included?

Yes	No
17	2

Please add any additional schools to the table below.

School of	Should be included (Yes or No)	School	Should be included (Yes or No)
Law		Sports and Recreation	
Engineering		Business	
Information Technology		Access*	
Most added Social Science and suggested making Science and Engineering one school		Medicine would be a good addition but financially difficult	

* = The Access School provides Foundation Courses and/or A-levels

19. How would you go about setting up the academic content of a college in Nairobi with the mission outlined below?

Our mission is to provide access to quality UK Higher Education for bright Kenyan students who cannot quite afford to complete whole or any courses overseas at a UK University.

Most suggested the use of their own courses with one or more years spent in the UK. Quality would come from the UK universities providing the same degree to students irrespective of how or where the study took place. All students would need to reach the same final standard via the same examinations. There was some comment on the Open University and the London External Programme as being worth researching for a link with Simba College.

Simba College would surely still be too expensive for students from very poor families with low incomes. Will this initiative only benefit the middle class elite?

The learning students profile

Simba College will be based in Nairobi and open 24 hours seven days a week. The college will support student's study through contacts with expatriate and local tutors and other students on similar courses.

20. Please tick against the age of students you would prefer to see studying at the college? You may tick as many boxes as you wish.

18 to 22	23 to 30	31 to 40	41 to 50	51 and above	All ages over 17
19	19	19	17	14	19

21. Would your institution be able to find the time to support, via e-mail, study at the college?

Yes	No
13	6

22. Does your institution promote life-long learning?

Yes	No
19	0

23. Are you concerned that working wholly online would be too difficult for most students?

Yes	No
17	2

24. Why might your institution consider supporting the college?

Statement	1 Not important	2	3 Quite Important	4	5 Very Important
(a) To help provide more valuable qualifications	0	0	1	8	10
(b) To help provide more relevant courses	0	0	4	10	5
(c) To help improve the link between university level courses and the real world of work	0	0	5	9	5
(d) To help provide a more challenging content	0	0	1	14	4
(e) To help provide courses which use a more up to date teaching pedagogy	0	0	6	10	3
(f) To help support higher education in the developing world	0	0	3	14	2
(g) To enable the institution I represent to make a financial gain.	0	0	4	15	0
(h) To encourage the use of ICT around the world	0	0	2	14	3
(i) To help foster the development of globalisation	0	0	1	12	6
Addition: Expand institutions reach into global education market (4 times, approx wording)					

Use of Computers

25. Does your institution provide course materials via the Internet?

Yes	No
19	0

26. Does your institution provide teaching through the Internet?

Yes	No
9	10

If you answered **YES to either** of the questions above please answer questions 27 to 30:

27. Does your institution find it easy to manage the technology? e.g. fast response to student inquiries, accessing documents and generally managing course materials.

Yes	No
18	1

28. Does your institution find it easy to communicate with its students via e-mail?

Yes	No
19	0

29. Do you usually send printed materials in addition to Internet and e-mail provision?

Yes	No
2	17

30. How valuable do you think blended learning is (or could be) for your teaching?

Not valuable	Quite valuable	Unsure	Valuable	Very valuable
0	0	0	6	13

31. What technology does your institution use to provide e-learning courses? If possible please include details such as the size of your broadband connection etc. Also include any problems you have encountered.

WebCT, Moodle

APPENDIX F1

RESEARCH QUESTIONNAIRE FORM FOUR STUDENTS v3 (8-4-4)

Official use only:

Code:

Questionnaire issued by:	
Venue questionnaire given out:	
Date and time:	

Dear Student,

This questionnaire is part of a piece of research at the University of Bath on the development of a virtual/blended learning college in Nairobi. Students will be able to use the college to study for UK degrees by distance learning with the support of resident tutors. UK universities will provide the course content. Courses will be partly supported by online teaching you will also be given opportunities for discussion with other students and tutors around the world using high-speed broadband connections facilities. Local and expatriate tutors will also give lectures. The college will be on State House Road and open 24 hours a day seven days a week. The college facilities will be extensive there will be a swimming pool, library, café, student bar, computer labs, art rooms, basketball courts, quiet study areas, teaching rooms etc. Boarding facilities will also be available. Thus the college will create a study atmosphere with a social and sporting environment. Completed forms will be collected. Your answers will be treated with strict confidence and will only be used for research purposes.

The questionnaire should take about 25 minutes to complete.

Please tick ✓ all relevant boxes.

Personal details:

1. Age

15- 18	19 – 22	23 – 26
--------	---------	---------

2. Gender

Male	Female
------	--------

3. Country of birth

Kenya	Other (please specify):
-------	-------------------------

4. Please tick the boxes below to show the IT resources you have at home. (You may tick as many columns as you wish)

A computer	E-mail	Internet link	Other (Please specify):
------------	--------	---------------	-------------------------

5. Do you definitely have a job to go to when you finish secondary school?

Yes	No
-----	----

6. If you answered yes to question five, approximately how much do you expect to earn per month?

Below 10,000/-	10,000/- to 20,000/-	20,000/- to 30,000/-	30,000/- to 40,000/-	Above 40,000/-
-------------------	-------------------------	-------------------------	-------------------------	-------------------

7. Have you applied to study at a University?

Yes	No
-----	----

8. If you answered yes to question seven, please give the name of the university.

9. Will you apply to a private university (e.g. USIU) if you do not get a place at a public university?

Yes	No
-----	----

10. What level of fees per annum would you (or whoever is sponsoring your fees) be prepared to pay to go to a private university, (e.g. USIU) which offered Kenyan degrees?

100,000/-	150,000/-	200,000/-	250,000/-
-----------	-----------	-----------	-----------

11. Would you prefer to go to a university in Nairobi that offered British (UK) degrees instead of Kenyan degrees?

Yes	No
-----	----

12. Did you know that it is possible to study for a UK degree in Kenya via distance learning?

Yes	No
-----	----

13. What level of fees per annum would you (or whoever is sponsoring your fees) be prepared to pay to go to a local based private university, which offered British (UK) degrees?

200,000/-	250,000/-	300,000/-	350,000/-
-----------	-----------	-----------	-----------

14. Who is going to fund your degree course?

Your self	Parents	Relatives	Sponsorship	Scholarship	Other (Please specify)
-----------	---------	-----------	-------------	-------------	------------------------

15. Would being able to start your degree immediately instead of waiting for an offer to a state university be of benefit to you?

Yes	No
-----	----

Qualifications and interests:

16. Are you currently studying any of the following?

O or IGCSE	A levels	KCSE	Diploma
------------	----------	------	---------

17. What degree or postgraduate qualification are you thinking of studying?

18. Do you have any career area mapped out yet? (e.g. engineering, law, medicine etc)

--

19. Would you wish to study for **one** of the courses listed below?

Degree	Choice	Degree	Choice
Accounting and Finance		French and German	
Accounting with Law		Geography	
Art		German	
Banking and Law		German and Italian	
Biology		History	
Business Studies		Information Systems and Management	
Business Administration		Italian	
Chemistry		Law	
Classical Studies		Law with Management	
Computing and Information Systems		Management	
Development and Economics		Mathematics	
Drama		Music	
Economics		Philosophy	
Economics and Management		Politics and International Relations	
Engineering		Sociology	
English		Spanish and Latin American Studies	
French		Theology	

20. Would you prefer to study for UK A-levels before beginning your degree study?

Yes	No
-----	----

21. Would you prefer to take a Foundation Course before beginning your degree?

Yes	No
-----	----

Being a distance learning student

(Simba College will be based in Nairobi and open 24 hours seven days a week. The college will support your studies through contacts with tutors and other students on similar courses.)

22. Where would you prefer to study?

At home	At the college	At a Cyber Café
---------	----------------	-----------------

23. Will you be able to find the time to study at the college?

Yes	No
-----	----

24. If currently working will you continue to work during your studies?

Yes	No
-----	----

25. Are you concerned that academic work will be too difficult?

Yes	No
-----	----

Please rate the importance to you of the statement below (Tick one number):

26. Distance-learning/Internet courses at Simba College would enable me to study anytime.

Not important				Extremely important
1	2	3	4	5

27. What would be your preferred hours of study? (You may tick as many columns as you wish)

6am to 8am	8am to 10am	10am to 12pm	12pm to 2pm	2pm to 4pm	4pm to 6pm	6pm to 8pm	8pm to 10pm	10pm to midnight
------------	-------------	--------------	-------------	------------	------------	------------	-------------	------------------

28. Would you ever consider working over night i.e. from midnight to early morning?

Yes	No
-----	----

29. Why would you consider enrolling at the college?

(Please rate the importance of the statements below add some of your own if you wish.)

Statement	1 Not important	2	3 Quite Important	4	5 Very Important
Better qualifications Improve my job prospects I need a challenge To obtain a degree at a low cost I expect the course to be interesting Develop my intellectual competence Improve my confidence Meet interesting people Nothing better to do Gain IT experience Gain a UK degree Gain a degree from a top university					

30. To study at the college you are going to need various skills. Please rate yourself on the skills below.

	Yes, I can do that	No, I shall need some practice/training
Reading for academic purposes		
Writing essays		
Concentrating for prolonged periods		
Making notes in English		
Listening to academic English		
Using English medium learning materials		
Summarising, criticising and commenting on other people's ideas		
Accepting constructive criticism of your own ideas and work		
Using simple statistics, reading graphs		
Using simple algebra and other basic mathematical concepts		
Setting out your thoughts in an organised manner		
Seeking help when faced with a problem		
Managing time effectively		
Discussing issues with students in the same field of study		

Please rate the importance to you of the statement below (Tick one number):

31. Distance-learning/Internet courses at Simba College would enable me to study in Kenya instead of going abroad.

Not important				Extremely important
1	2	3	4	5

Use of Computers

32. Have you ever studied using course materials provided through a computer?

Yes	No
-----	----

If you answered **NO** to question thirty-two please ignore questions thirty-three to forty.

33. Did you find using the computer easy: e.g. signing on, accessing documents and generally managing the course materials?

Yes	No
-----	----

34. Do you enjoy working with computers?

Yes	No
-----	----

35. Would you like to take more courses using computers?

Yes	No
-----	----

36. Did you find that the way materials are presented helps you to understand what you are studying?

Yes	No
-----	----

37. Did you find the equipment reliable?

Yes	No
-----	----

38. When using computers do the English language software instructions prove difficult for you to understand?

Yes	No
-----	----

39. Do you have trouble writing assignments in English using computer word processing?

Yes	No
-----	----

40. Did you have trouble understanding the English used in the materials presented to you?

Yes	No
-----	----

Studying Online

41. Have you ever studied using the Internet?

Yes	No
-----	----

If you answered **NO** to question forty-one please ignore questions forty-two to forty-seven.

42. Do you find it difficult to study on your own?

Yes	No
-----	----

43. Do you memorise course material?

Yes	No
-----	----

44. Do you prefer courses that are highly structured and organised?

Yes	No
-----	----

45. What course did you take which meant you had to use the Internet?

--

46. Did you have any problems gaining access to the Internet?

Yes	No
-----	----

47. What motivated you to take a distance-learning/Internet course instead of the more traditional face-to-face course? Please tick ✓ those that apply.

I find learning using computers easier
The course I wished to study was only available Online
Distance-learning/Internet courses suit the way I learn
I find learning using computers more exciting
Distance-learning/Internet courses enable me to study anytime
Distance-learning/Internet courses enable me to study anywhere

If you would like to add any additional comments please do so below.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Thank you very much for completing this questionnaire and good luck with your studies.
If you would like further information about this research please call me at (02) 882 222 or
e-mail me at: Admin@Simba.ac.ke

APPENDIX F2

RESEARCH QUESTIONNAIRE FORM FOUR STUDENTS v3 (8-4-4) SUMMARY OF RESULTS

Zeus School (N^1) = 20 (boys only)

Odin School (N^2) = 20 (mixed)

Total Number of respondents (N) = 40

Personal details:

1. Age

15- 18	19 – 22	23 – 26
36	4	0

2. Gender

Male	Female
28	12

3. Country of birth

Kenya	Other (please specify):
38	2 (Uganda)

4. Please tick the boxes below to show the IT resources you have at home. (You may tick as many columns as you wish)

A computer	E-mail	Internet link	Other (Please specify):
31	2	2	

5. Do you definitely have a job to go to when you finish secondary school?

Yes	No
12	28

6. If you answered yes to question five, approximately how much do you expect to earn per month?

Below 10,000/-	10,000/- to 20,000/-	20,000/- to 30,000/-	30,000/- to 40,000/-	Above 40,000/-
	2	6	3	1

7. Have you applied to study at a University?

Yes	No
31	9

8. If you answered yes to question seven, please give the name of the university.

Most Nairobi and Kenyatta

9. Will you apply to a private university (e.g. USIU) if you do not get a place at a public university?

Yes	No	Not ticked
25	6	9

10. What level of fees per annum would you (or whoever is sponsoring your fees) be prepared to pay to go to a private university, (e.g. USIU) which offered Kenyan degrees?

100,000/-	150,000/-	200,000/-	250,000/-
0	2	2	36

11. Would you prefer to go to a university in Nairobi that offered British (UK) degrees instead of Kenyan degrees?

Yes	No	Not ticked
28	7	5

12. Did you know that it is possible to study for a UK degree in Kenya via distance learning?

Yes	No
6	34

13. What level of fees per annum would you (or whoever is sponsoring your fees) be prepared to pay to go to a local based private university, which offered British (UK) degrees?

200,000/-	250,000/-	300,000/-	350,000/-
8	18	14	0

14. Who is going to fund your degree course?

Your self	Parents	Relatives	Sponsorship	Scholarship	Other (Please specify)
0	27	7	6		

15. Would being able to start your degree immediately instead of waiting for an offer to a state university be of benefit to you?

Yes	No
3	37

Qualifications and interests:

16. Are you currently studying any of the following?

O or IGCSE	A levels	KCSE	Diploma
0	0	40	0

17. What degree or postgraduate qualification are you thinking of studying?

Most common in order of popularity: Business related, IT related, Engineering related, Law, Tourism related, management related,

18. Do you have any career area mapped out yet? (e.g. engineering, law, medicine etc)

Business, medicine, IT, tourism

19. Would you wish to study for **one** of the courses listed below?

Degree	Choice	Degree	Choice
Accounting and Finance	2	French and German	0
Accounting with Law	1	Geography	2
Art	1	German	0
Banking and Law	2	German and Italian	0
Biology	2	History	3
Business Studies	3	Information Systems and Management	5
Business Administration	4	Italian	0
Chemistry	3	Law	3
Classical Studies	0	Law with Management	3
Computing and Information Systems	4	Management	4
Development and Economics	1	Mathematics	3
Drama	0	Music	0
Economics	3	Philosophy	0
Economics and Management	2	Politics and International Relations	0
Engineering	5	Sociology	0
English	2	Spanish and Latin American Studies	2
French	1	Theology	5

Students ticked more than one box in many cases.

20. Would you prefer to study for UK A-levels before beginning your degree study?

Yes	No
31	4

21. Would you prefer to take a Foundation Course before beginning your degree?

Yes	No
12	28

Being a distance learning student

(Simba College will be based in Nairobi and open 24 hours seven days a week. The college will support your studies through contacts with tutors and other students on similar courses.)

22. Where would you prefer to study?

At home	At the college	At a Cyber Café
4	36	0

23. Will you be able to find the time to study at the college?

Yes	No
40	0

24. If currently working will you continue to work during your studies?

Yes	No
34	6

25. Are you concerned that academic work will be too difficult?

Yes	No	Not ticked
4	28	8

Please rate the importance to you of the statement below (Tick one number):

26. Distance-learning/Internet courses at Simba College would enable me to study anytime.

Not important				Extremely important
1	2	3	4	5
4	6	2	21	7

27. What would be your preferred hours of study? (You may tick as many columns as you wish)

6am to 8am	8am to 10am	10am to 12pm	12pm to 2pm	2pm to 4pm	4pm to 6pm	6pm to 8pm	8pm to 10pm	10pm to midnight
0	32	32	34	36	25	22	12	0

28. Would you ever consider working over night i.e. from midnight to early morning?

Yes	No	Not ticked
2	34	4

29. Why would you consider enrolling at the college?

(Please rate the importance of the statements below add some of your own if you wish.)

Statement	1 Not important	2	3 Quite Important	4	5 Very Important
a) Better qualifications	0	1	1	12	26
b) Improve my job prospects	2	2	4	11	21
c) I need a challenge	21	3	4	1	11
d) To obtain a degree at a low cost	8	2	6	2	22
e) I expect the course to be interesting	14	6	5	5	10
f) Develop my intellectual competence	5	3	17	9	6
g) Improve my confidence	22	1	2	13	2
h) Meet interesting people	31	1	5	0	3
i) Nothing better to do	3	5	12	17	3
j) Gain IT experience	9	2	13	4	12
k) Gain a UK degree	3	2	18	2	15
l) Gain a degree from a top university	3	0	13	8	16

30. To study at the college you are going to need various skills. Please rate yourself on the skills below.

	Yes, I can do that	No, I shall need some practice/training
a) Reading for academic purposes	34	6
b) Writing essays	36	4
c) Concentrating for prolonged periods	33	7
d) Making notes in English	38	2
e) Listening to academic English	39	1
f) Using English medium learning materials	39	1
g) Summarising, criticising and commenting on other people's ideas	25	15
h) Accepting constructive criticism of your own ideas and work	40	0
i) Using simple statistics, reading graphs	21	19
j) Using simple algebra and other basic mathematical concepts	24	16
k) Setting out your thoughts in an organised manner	32	8
l) Seeking help when faced with a problem	35	5
m) Managing time effectively	30	10
n) Discussing issues with students in the same field of study	31	9

Please rate the importance to you of the statement below (Tick one number):

31. Distance-learning/Internet courses at Simba College would enable me to study in Kenya instead of going abroad.

Not important				Extremely important
1	2	3	4	5
9	10	8	6	7

Use of Computers

32. Have you ever studied using course materials provided through a computer?

Yes	No
5	35

If you answered **NO** to question thirty-two please ignore questions thirty-three to forty.

33. Did you find using the computer easy: e.g. signing on, accessing documents and generally managing the course materials?

Yes	No
5	0

34. Do you enjoy working with computers?

Yes	No
5	0

35. Would you like to take more courses using computers?

Yes	No
5	0

36. Did you find that the way materials are presented helps you to understand what you are studying?

Yes	No
5	0

37. Did you find the equipment reliable?

Yes	No
4	1

38. When using computers do the English language software instructions prove difficult for you to understand?

Yes	No
0	5

39. Do you have trouble writing assignments in English using computer word processing?

Yes	No
0	5

40. Did you have trouble understanding the English used in the materials presented to you?

Yes	No
0	5

Studying Online

41. Have you ever studied using the Internet?

Yes	No
0	40

If you answered **NO** to question forty-one please ignore questions forty-two to forty-seven.

42. Do you find it difficult to study on your own?

Yes	No
0	0

43. Do you memorise course material?

Yes	No
0	0

44. Do you prefer courses that are highly structured and organised?

Yes	No
0	0

45. What course did you take which meant you had to use the Internet?

None

46. Did you have any problems gaining access to the Internet?

Yes	No
0	0

47. What motivated you to take a distance-learning/Internet course instead of the more traditional face-to-face course? Please tick ✓ those that apply.

I find learning using computers easier	
The course I wished to study was only available Online	0
Distance-learning/Internet courses suit the way I learn	0
I find learning using computers more exciting	0
Distance-learning/Internet courses enable me to study anytime	0
Distance-learning/Internet courses enable me to study anywhere	0

If you would like to add any additional comments please do so below.

APPENDIX G1

RESEARCH QUESTIONNAIRE PRIVATE INTERNATIONAL SCHOOL STUDENTS v3

Official use only:

Code:

Questionnaire issued by:	
Venue questionnaire given out:	
Date and time issued:	
Date and time collected:	

Dear Student,

This questionnaire is part of a piece of research at the University of Bath on the development of a virtual/blended learning college in Nairobi. Students will be able to use the college to study for UK degrees by distance learning with the support of resident tutors. UK universities will provide the course content. Courses will be partly supported by online teaching you will also be given opportunities for discussion with other students and tutors around the world using high-speed broadband connections facilities. Local and expatriate tutors will also give lectures. The college will be on State House Road and open 24 hours a day seven days a week. The college facilities will be extensive there will be a swimming pool, library, café, student bar, computer labs, art rooms, basketball courts, quiet study areas, teaching rooms etc. Boarding facilities will also be available. Thus the college will create a study atmosphere with a social and sporting environment. Completed forms will be collected. Your answers will be treated with strict confidence and will only be used for research purposes.

The questionnaire should take about 25 minutes to complete.

Please tick ✓ all relevant boxes.

Personal details:

1. Age

15- 18	19 – 22	23 – 26
--------	---------	---------

2. Gender

Male	Female
------	--------

3. Country of birth

Kenya	Other (please specify):
-------	-------------------------

4. Please tick the boxes below to show the IT resources you have at home. (You may tick as many columns as you wish)

A computer	E-mail	Internet link	Other (Please specify):
------------	--------	---------------	-------------------------

5. Do you definitely have a job to go to when you finish secondary school?

Yes	No
-----	----

6. If you answered yes to question five, approximately how much do you expect to earn per month?

Below 50,000/-	51,000/- to 60,000/-	61,000/- to 100,000/-	110,000/- to 200,000/-	Above 200,000/-
----------------	----------------------	-----------------------	------------------------	-----------------

7. Have you applied to study at a **Public University**? (e.g. Nairobi, Kenyatta, etc.)

Yes	No
-----	----

8. If you answered yes to question seven, please give the name of the university.

9. Will you apply to a **Private Kenyan University** (e.g. USIU) if you do not get a place at a public university?

Yes	No
-----	----

10. If you answered yes to question nine, please give the name of the university.

11. What level of **fees per annum** would you be prepared to pay to go to a private Kenyan university, which offers Kenyan degrees?

100,000/-	150,000/-	200,000/-	250,000/-
-----------	-----------	-----------	-----------

12. Will you be applying to a foreign university overseas?

Yes	No
-----	----

13. If you answered yes to question thirteen, please give the name of the university.

14. What level of **fees per annum** could you afford to pay to go to an overseas university, which offers British degrees?

300,000/- to 500,000/-	550,000/- to 800,000/-	850,000/- to 1,000,000/-	1,100,000/- to 2,000,000/-
------------------------	------------------------	--------------------------	----------------------------

15. Would you prefer to go to a university in Nairobi that offered British (UK) degrees instead of Kenyan degrees?

Yes	No
-----	----

16. What level of **fees per annum** could you afford to pay to go to a private university in Nairobi, which offered British (UK) degrees?

300,000/- to 500,000/-	550,000/- to 800,000/-	850,000/- to 1,000,000/-	1,100,000/- to 2,000,000/-
------------------------	------------------------	--------------------------	----------------------------

17. Who is going to fund your degree course?

Yourself	Parents	Relatives	Sponsorship	Scholarship	Other (Please specify)
----------	---------	-----------	-------------	-------------	------------------------

18. Would being able to start your degree immediately instead of waiting for an offer to a state university be of benefit to you?

Yes	No
-----	----

Qualifications and interests:

19. Are you currently studying any of the following?

O or IGCSE	A levels	KCSE	Diploma
------------	----------	------	---------

20. What course or degree are you thinking of studying?

--

21. Do you have any career area mapped out yet? (e.g. engineering, law, medicine)

--

22. Would you wish to study for **one** of the courses listed below?

Degree	Choice	Degree	Choice
Accounting and Finance		French and German	
Accounting with Law		Geography	
Art		German	
Banking and Law		German and Italian	
Biology		History	
Business Studies		Information Systems and Management	
Business Administration		Italian	
Chemistry		Law	
Classical Studies		Law with Management	
Computing and Information Systems		Management	
Development and Economics		Mathematics	
Drama		Music	
Economics		Philosophy	
Economics and Management		Politics and International Relations	
Engineering		Sociology	
English		Spanish and Latin American Studies	
French		Theology	

Being a distance learning student

(The college will be based in Nairobi and open 24 hours seven days a week. The college will support your studies through contacts with tutors and other students on similar courses.)

23. Where would you prefer to study?

At home	At the college	At a Cyber Café
---------	----------------	-----------------

24. Will you be able to find the time to study at the college?

Yes	No
-----	----

25. If currently working will you continue to work during your studies?

Yes	No
-----	----

26. Are you concerned that academic work will be too difficult?

Yes	No
-----	----

27. Would you try to earn money working while studying at the college?

Yes	No
-----	----

28. Would you be interested in taking a Foundation Course at the college?

Yes	No
-----	----

29. Would you be interested in taking British HND's at the college?

Yes	No
-----	----

30. Why are you considering enrolling at the college?

(Please rate the importance of the statements below add some of your own if you wish.)

Statement	1 Not important	2	3 Quite Important	4	5 Very Important
Better qualifications Improve my job prospects I need a challenge To obtain a degree at a low cost I expect the course to be interesting Develop my intellectual competence Improve my confidence Meet interesting people Nothing better to do Gain IT experience Gain a UK degree Gain a degree from a top university					

31. To study at the college you are going to need various skills. Please rate yourself on the skills below.

	Yes, I think I can do that	No, I shall need some practice
Reading for academic purposes		
Writing essays		
Concentrating for prolonged periods		
Making notes in English		
Listening to academic English		
Using English medium learning materials		
Summarising, criticising and commenting on other people's ideas		
Accepting constructive criticism of your own ideas and work		
Using simple statistics, reading graphs		
Using simple algebra and other basic mathematical concepts		
Setting out your thoughts in an organised manner		
Seeking help when faced with a problem		
Managing your time effectively		
Discussing issues with students in the same field of study		

32. What would be your preferred hours of study? (You may tick as many columns as you wish)

6am to 8am	8am to 10am	10am to 12pm	12pm to 2pm	2pm to 4pm	4pm to 6pm	6pm to 8pm	8pm to 10pm	10pm to midnight
------------	-------------	--------------	-------------	------------	------------	------------	-------------	------------------

33. Would you ever consider working over night i.e. from midnight to early morning?

Yes	No
-----	----

Please rate the importance to you of the statements below (Tick one number):

34. Distance-learning/Internet courses at Simba College would enable me to study anytime.

Not important				Extremely important
1	2	3	4	5

35. Distance-learning/Internet courses at Simba College would enable me to study in Kenya instead of going abroad.

Not important				Extremely important
1	2	3	4	5

Use of Computers

36. Have you ever studied using course materials provided through a computer?

Yes	No
-----	----

If you answered **NO to question thirty-six** please ignore questions thirty-seven to forty-four.

37. Did you find using the computer easy: e.g. signing on, accessing documents and generally managing the course materials?

Yes	No
-----	----

38. Do you enjoy working with computers?

Yes	No
-----	----

39. Would you like to take more courses using computers?

Yes	No
-----	----

40. Did you find that the way materials are presented helps you to understand what you are studying?

Yes	No
-----	----

41. Did you find the equipment reliable?

Yes	No
-----	----

42. When using computers do the English language software instructions prove difficult for you to understand?

Yes	No
-----	----

43. Do you have trouble writing assignments in English using computer word processing?

Yes	No
-----	----

44. Did you have trouble understanding the English used in the materials presented to you?

Yes	No
-----	----

Studying Online

45. Have you ever studied using the Internet?

Yes	No
-----	----

If you answered **NO to question forty-five and** please ignore questions forty-six to fifty-one.

46. Do you find it difficult to study on your own?

Yes	No
-----	----

47. Do you memorise course material?

Yes	No
-----	----

APPENDIX G2

RESEARCH QUESTIONNAIRE PRIVATE INTERNATIONAL SCHOOL STUDENTS v3 SUMMARY OF RESULTS

Thor School (N¹) = 20

Total Number of respondents (N) = 20

Personal details:

1. Age

15- 18	19 – 22	23 – 26
19	1	0

2. Gender

Male	Female
7	13

3. Country of birth

Kenya	Other (please specify):
19	1 (Ugandan)

4. Please tick the boxes below to show the IT resources you have at home. (You may tick as many columns as you wish)

A computer	E-mail	Internet link	Other (Please specify):
16	12	4	

5. Do you definitely have a job to go to when you finish secondary school?

Yes	No	Not ticked
2	4	14

6. If you answered yes to question five, approximately how much do you expect to earn per month?

Below 50,000/-	51,000/- to 60,000/-	61,000/- to 100,000/-	110,000/- to 200,000/-	Above 200,000/-
1	5	0	0	0

7. Have you applied to study at a **Public University**? (e.g. Nairobi, Kenyatta, etc)

Yes	No
14	6

8. If you answered yes to question seven, please give the name of the university.

Mostly Nairobi and Kenyatta

9. Will you apply to a **Private Kenyan University** (e.g. USIU) if you do not get a place at a public university?

Yes	No
20	0

10. If you answered yes to question nine, please give the name of the university.

USIU, AUSI

11. What level of **fees per annum** would you be prepared to pay to go to a private Kenyan university, which offers Kenyan degrees?

100,000/-	150,000/-	200,000/-	250,000/-
0	0	4	16

12. Will you be applying to a foreign university overseas?

Yes	No
11	9

13. If you answered yes to question thirteen, please give the name of the university.

Leeds, Warwick, Kingston, Middlesex, Leicester

14. What level of **fees per annum** could you afford to pay to go to an overseas university, which offers British degrees?

300,000/- to 500,000/-	550,000/- to 800,000/-	850,000/- to 1,000,000/-	1,100,000/- to 2,000,000/-
2	6	12	0

15. Would you prefer to go to a university in Nairobi that offered British (UK) degrees instead of Kenyan degrees?

Yes	No
16	4

16. What level of **fees per annum** could you afford to pay to go to a private university in Nairobi, which offered British (UK) degrees?

300,000/- to 500,000/-	550,000/- to 800,000/-	850,000/- to 1,000,000/-	1,100,000/- to 2,000,000/-
3	5	12	0

17. Who is going to fund your degree course?

Yourself	Parents	Relatives	Sponsorship	Scholarship	Other (Please specify)
0	13	7	0	0	

18. Would being able to start your degree immediately instead of waiting for an offer to a state university be of benefit to you?

Yes	No
19	1

Qualifications and interests:

19. Are you currently studying any of the following?

O or IGCSE	A levels	KCSE	Diploma
0	20	0	0

20. What course or degree are you thinking of studying?

Most common in order of popularity: Law, IT related, Engineering related, Business related, Maths

21. Do you have any career area mapped out yet? (e.g. engineering, law, medicine)

Medicine, engineering, Law

22. Would you wish to study for **one** of the courses listed below?

Degree	Choice	Degree	Choice
Accounting and Finance	2	French and German	0
Accounting with Law	1	Geography	1
Art	1	German	0
Banking and Law	0	German and Italian	0
Biology	0	History	1
Business Studies	1	Information Systems and Management	3
Business Administration	3	Italian	0
Chemistry	2	Law	3
Classical Studies	0	Law with Management	1
Computing and Information Systems	4	Management	1
Development and Economics	1	Mathematics	2
Drama	1	Music	1
Economics	1	Philosophy	0
Economics and Management	0	Politics and International Relations	1
Engineering	4	Sociology	0
English	1	Spanish and Latin American Studies	0
French	0	Theology	0

Some students ticked more than one box.

Being a distance learning student

23. Where would you prefer to study?

At home	At the college	At a Cyber Café
0	20	0

24. Will you be able to find the time to study at the college?

Yes	No
20	0

25. If currently working will you continue to work during your studies?

Yes	No
1	19

26. Are you concerned that academic work will be too difficult?

Yes	No
0	20

27. Would you try to earn money working while studying at the college?

Yes	No
18	2

28. Would you be interested in taking a Foundation Course at the college?

Yes	No
3	17

29. Would you be interested in taking British HND's at the college?

Yes	No
1	19

30. Why are you considering enrolling at the college?

(Please rate the importance of the statements below add some of your own if you wish.)

Statement	1 Not important	2	3 Quite Important	4	5 Very Important
a) Better qualifications	0	0	0	16	4
b) Improve my job prospects	1	1	2	10	6
c) I need a challenge	10	3	2	2	3
d) To obtain a degree at a low cost	4	1	4	3	8
e) I expect the course to be interesting	6	4	4	2	4
f) Develop my intellectual competence	4	2	7	6	1
g) Improve my confidence	10	0	1	6	3
h) Meet interesting people	14	0	4	2	0
i) Nothing better to do	2	3	5	7	3
j) Gain IT experience	6	2	7	2	3
k) Gain a UK degree	1	1	9	1	8
l) Gain a degree from a top university	1	1	4	4	10

31. To study at the college you are going to need various skills. Please rate yourself on the skills below.

	Yes, I think I can do that	No, I shall need some practice
a) Reading for academic purposes	20	0
b) Writing essays	20	0
c) Concentrating for prolonged periods	18	2
d) Making notes in English	20	0
e) Listening to academic English	20	0
f) Using English medium learning materials	20	0
g) Summarising, criticising and commenting on other people's ideas	15	5
h) Accepting constructive criticism of your own ideas and work	16	4
i) Using simple statistics, reading graphs	18	2
j) Using simple algebra and other basic mathematical concepts	18	2
k) Setting out your thoughts in an organised manner	19	1
l) Seeking help when faced with a problem	17	3
m) Managing time effectively	15	5
n) Discussing issues with students in the same field of study	12	8

32. What would be your preferred hours of study? (You may tick as many columns as you wish)

6am to 8am	8am to 10am	10am to 12pm	12pm to 2pm	2pm to 4pm	4pm to 6pm	6pm to 8pm	8pm to 10pm	10pm to midnight
0	18	15	15	15	15	16	9	3

33. Would you ever consider working over night i.e. from midnight to early morning?

Yes	No	Not ticked
3	6	11

Please rate the importance to you of the statements below (Tick one number):

34. Distance-learning/Internet courses at Simba College would enable me to study anytime.

Not important				Extremely important
1	2	3	4	5
2	0	4	5	9

35. Distance-learning/Internet courses at Simba College would enable me to study in Kenya instead of going abroad.

Not important				Extremely important
1	2	3	4	5
6	2	3	4	5

Use of Computers

36. Have you ever studied using course materials provided through a computer?

Yes	No
4	16

If you answered **NO to question thirty-six** please ignore questions thirty-seven to forty-four.

37. Did you find using the computer easy: e.g. signing on, accessing documents and generally managing the course materials?

Yes	No
4	0

38. Do you enjoy working with computers?

Yes	No
4	0

39. Would you like to take more courses using computers?

Yes	No
4	0

40. Did you find that the way materials are presented helps you to understand what you are studying?

Yes	No
3	1

41. Did you find the equipment reliable?

Yes	No
4	0

42. When using computers do the English language software instructions prove difficult for you to understand?

Yes	No
0	4

43. Do you have trouble writing assignments in English using computer word processing?

Yes	No
0	4

44. Did you have trouble understanding the English used in the materials presented to you?

Yes	No
0	4

Studying Online

45. Have you ever studied using the Internet?

Yes	No
0	20

If you answered **NO to question forty-five and** please ignore questions forty-six to fifty-one.

46. Do you find it difficult to study on your own?

Yes	No
0	0

47. Do you memorise course material?

Yes	No
0	0

48. Do you prefer courses that are highly structured and organised?

Yes	No
0	0

49. What course did you take which meant you had to use the Internet?

None

50. Did you have any problems gaining access to the Internet?

Yes	No
0	0

51. What motivated you to take this course? Please tick ✓ those that apply.

I find learning using computers easier	
The course I wished to study was only available Online	0
Distance-learning/Internet courses suit the way I learn	0
I find learning using computers more exciting	0
Distance-learning/Internet courses enable me to study anytime	0
Distance-learning/Internet courses enable me to study anywhere	0

If you would like to add any additional comments please do so below:

APPENDIX H1

RESEARCH INTERVIEW STUDENTS PRIOR TO COLLEGE OPENING v3

Official use only:

Interview by:	Chris Drew
Venue of interview:	College Office
Date and time of interview:	
Interviewee's signature of acceptance:	

To be read ahead of interview:

“This interview is part of a piece of research on the development of a supported virtual/distance learning college in Nairobi.

Completed interview forms should be signed at the end of the interview. Your interview will be treated with strict confidence and will only be used for research purposes. The interview should take about 25 minutes to complete.”

Outline interview guide:

Personal details:

1. Name: _____ (Confidential) Code: _____

2. Age

16- 18	19 – 22	23 – 26	27 – 35	36 – 45	Over 45
--------	---------	---------	---------	---------	---------

3. Gender (by observation)

Male	Female
------	--------

4. Country of birth

Kenya	Other (please specify)	
-------	------------------------	--

5. Discuss the IT resources used at home.

A computer	E-mail	Internet link	Other (Please specify:

6. Are you currently employed? Will you continue to work?

--

Qualifications and interests:

7. What subject do you wish to study?

--

Being a distance learning student

Ask the following questions in this section if student has previous experience of distance learning:

8. Please outline your experience of being a distance learner. Do you have any experience learning with or using the Internet, eLearning, blended (mixed) learning methods or any other ICT mediated instruction?

At home	At an institution

9. How long did you study in hours per week?

Alone at home	With others

10. Did you receive any face-to-face tuition? - outline

--

Reasons for enrolling and expectations of being at Simba College

11. Why have you enrolled at the college?

(Elicit responses to the following:

Statement	1 Not important	2	3 Quite Important	4	5 Very Important
Better qualifications Improve my job prospects I need a challenge To obtain a degree at a low cost I expect the course to be interesting Develop my intellectual competence Improve my confidence Meet interesting people Nothing better to do Gain IT experience Gain a UK degree Gain a degree from a top university Distance-learning/Internet courses at Simba College will enable me to study anytime. Distance-learning/Internet courses at Simba College will enable me to study in Kenya instead of going abroad. Low cost will allow access to HE					

12. To study at the college you are going to need various skills. Tick column:

	Student can do that	Student needs some practice
Reading for academic purposes		
Writing essays		
Concentrating for prolonged periods		
Making notes in English		
Listening to academic English		
Using English medium learning materials		
Summarising, criticising and commenting on other people's ideas		
Accepting constructive criticism of your own ideas and work		
Using simple statistics, reading graphs		
Using simple algebra and other basic mathematical concepts		
Setting out your thoughts in an organised manner		
Seeking help when faced with a problem		
Having confidence in your ability		
Managing your time effectively		

13. What would be your preferred hours of study? Tick

6am to 8am	8am to 10am	10am to 12pm	12pm to 2pm	2pm to 4pm	4pm to 6pm
------------	-------------	--------------	-------------	------------	------------

6pm to 8pm	8pm to 10pm	10pm to 12am	12am to 2am	2am to 4am	4am to 6am
------------	-------------	--------------	-------------	------------	------------

Use of Computers and the Internet

To be answered by students who have used computers/Internet as part of a course:

14. Have you ever studied using the Internet? If yes outline:

--

15. Did you find it easy to manage the equipment: e.g. signing on, accessing documents and generally managing the course materials? Outline

Yes	No
-----	----

16. Do you enjoy working with computers? Outline

Yes	No
-----	----

17. Would you like to take more courses using computers? Outline

Yes	No
-----	----

18. Did you find that the way materials are presented helps you to understand what you are studying? Outline

Yes	No
-----	----

19. Did you find the equipment reliable? Outline

Yes	No
-----	----

20. When using computers does the English language software instructions prove difficult for you to understand? Outline

Yes	No
-----	----

21. Do you have trouble writing assignments in English using a computer? Outline

Yes	No
-----	----

22. Do you have trouble understanding the English used in the materials presented to you over the Internet? Outline

Yes	No
-----	----

23. Do you find it difficult to study on your own? Outline

Yes	No
-----	----

24. Learning preferences - What were the percentages of online: computer: and face-to-face?

Online:	Computer:	Face-to-Face:
---------	-----------	---------------

25. Do you memorise course material? Outline

Yes	No
-----	----

26. Do you prefer courses that are highly structured and organised? Outline

Yes	No
-----	----

27. What course did you take which meant you had to use the Internet and/or a computer?

--

28. Distance-learning experience: Use prompts below

- Interesting way to study.
- Used the Internet and felt comfortable with it.
- Combination of online and face-to-face learning.
- Course costs.
- Independent study.
- Learn better using computers.

Discuss the importance of the statements below:

29. Distance-learning/Internet courses at Simba College will enable me to study anytime.

Not important				Extremely important
1	2	3	4	5

30. Distance-learning/Internet courses at Simba College will enable me to study in Kenya instead of going abroad.

Not important				Extremely important
1	2	3	4	5

31. Distance-learning/Internet courses at Simba College being cheaper than going to a traditional university will enable me to study for a degree.

Not important				Extremely important
1	2	3	4	5

32. Would you like to make any additional comments?

--

Thank interviewee.

APPENDIX H2

RESEARCH INTERVIEW STUDENTS PRIOR TO COLLEGE OPENING v3

SUMMARY

Number of interviewees (N) = 12

Personal details:

1. Name

2. Age

Under 18	19 – 22	23 – 26	27 – 35	36 – 45	Over 45
7	3	0	1	0	1

3. Gender (by observation)

Male	Female
6	6

4. Country of birth

Kenya	Other (please specify)	
12	0	

5. Discuss the IT resources used at home.

A computer:	E-mail:	Internet link:	Other:
High proportion have PC's		Few have Internet	
Computer ownership was due to the reduced costs of PC over the past few years. A good computer now only costs around £300	New wireless services mean e-mail at home is becoming a possibility	The cost of surfing remains high and bandwidth is limited	

6. Are you currently employed? Will you continue to work?

Mixed responses. Key point was that if they had a small job they would keep it but not if it affected their academic study

Qualifications and interests:

7. What subject do you wish to study?

Economics (4) Computing/IT (3) Business (1) Engineering (2)
Tourism/Service sector (2)
My mother wants me to be a doctor because she feels I am clever enough.... I would like to be one. - Joanna, interview

Being a distance learning student

Ask the following questions in this section if student has previous experience of distance learning:

8. Please outline your experience of being a distance learner. Do you have any experience learning with or using the Internet, eLearning, blended (mixed) learning methods or any other ICT mediated instruction?

At home	At an institution
No one used computers or the Internet to study for any formal courses. Using computers for work or school was easy. No English language barriers	Only used as part of ICT and occasionally for writing up assignments.

9. How long did you study in hours per week?

Alone at home	With others
No experience but working with others seen as positive	

10. Did you receive any face-to-face tuition? - outline

N/A

Reasons for considering applying Simba College

11. Why would you choose to study at the college?

(Elicit responses to the following):

Statement	1 Not important	2	3 Quite Important	4	5 Very Important
a) Better qualifications	0	0	1	2	9
b) Improve my job prospects	0	0	4	3	5
c) I need a challenge	2	1	5	4	0
d) To obtain a degree at a low cost	0	0	5	0	7
e) I expect the course to be interesting	0	2	7	2	1
f) Develop my intellectual competence	0	0	8	2	2
g) Improve my confidence	0	4	6	1	1
h) Meet interesting people	5	1	4	1	0
i) Nothing better to do	12	0	0	0	4
j) Gain IT experience	0	0	5	3	8
k) Gain a UK degree	0	0	2	2	9
l) Gain a degree from a top university	0	0	0	3	0
m) Distance-learning/Internet courses at Simba College will enable me to study anytime.	3	2	3	2	0
n) Distance-learning/Internet courses at Simba College will enable me to study in Kenya instead of going abroad.	2	0	2	3	8
o) Low cost will allow access to HE	0	0	1	3	9

12. To study at the college you are going to need various skills. Tick column:

	Student can do that	Student needs some practice
a) Reading for academic purposes	12	0
b) Writing essays	12	0
c) Concentrating for prolonged periods	9	3
d) Making notes in English	12	0
e) Listening to academic English	12	0
f) Using English medium learning materials	12	0
g) Summarising, criticising and commenting on other people's ideas	8	4
h) Accepting constructive criticism of your own ideas and work	5	7
i) Using simple statistics, reading graphs	10	2
j) Using simple algebra and other basic mathematical concepts	10	2
k) Setting out your thoughts in an organised manner	11	1
l) Seeking help when faced with a problem	12	0
yy) Having confidence in your ability	10	2
Managing your time effectively	9	3

13. What would be your preferred hours of study?

Most were prepared to work any hours but not late or overnight – security issues and family were reasons for not working late.
Travelling around Nairobi at night would be too dangerous. - Elizabeth, interview

Use of Computers and the Internet

To be answered by students who have used computers/Internet:

14. Have you ever studied using the Internet? If yes outline:

Many had used the Internet but not to study a formal course.
The internet is too slow this means a big phone bill if I try to look at some information. - Githendui, interview
We have a computer but no phone linked to it, so it is just for typing. - Moses, Interview
We have a mobile phone, e-mail and Internet connection from Safaricom which our parents let us use for a while in the evenings. - Kabeeria, interview

15. Did you find it easy to manage the equipment: e.g. signing on, accessing documents and generally managing the software? Outline

Almost all had no problem with any aspect of computer use

16. Do you enjoy working with computers? Outline

All did
Working with a computer at school and at home is just normal....The school has two computer rooms for us to use. - Isaac, interview

17. Would you like to take more courses using computers? Outline

All were happy to take computer-mediated courses although they did not have much experience.

18. Did you find that the way materials are presented helps you to understand what you are studying? Outline
No significant point raised
19. Did you find the equipment reliable? Outline
Yes – no issues raised
20. When using computers does the English language software instructions prove difficult for you to understand? Outline
Not a problem for any
My English is good enough for study – I watch a lot of TV in English and can understand it..... Our school uses English to teach. - Okech, interview
21. Do you have trouble writing assignments in English using a computer? Outline
No
22. Do you have trouble understanding the English used in the materials presented to you over the Internet? Outline
No
23. Do you find it difficult to study on your own? Outline
No but most felt they worked better when in competition or with others experiencing the same teaching.
Part of the reason for going on to study a degree was to meet other students and to be part of student life. - Thuku, interview
24. Learning preferences - What were the percentages of online: computer: and face-to-face?
- | Online: 2/12 | Computer: 2/12 | Face-to-Face: 12/12 |
|--|---|---|
| A couple would like to use the Internet and a mostly virtual college | All would use computer but two preferred paper and traditional teaching | All would like some face-to-face teaching |
25. Do you memorise course material? Outline
No one did – not a very useful question to gain any insight!
26. Do you prefer courses that are highly structured and organised? Outline
Most did and felt that they needed structure to ensure that they worked to a schedule- concern raised that without deadline work would not be completed. In addition they felt that a structure would ensure that a group of students would all be working on the same topic at the same time and this would help both students and teachers.
27. What course did you take which meant you had to use the Internet and/or a computer?
None

28. Distance-learning experience. Use prompts below

- Interesting way to study.

Most could see DL as being positive in some aspects such as flexible but more seem concerned about isolation and self-motivation

- Used the Internet and felt comfortable with it.

Using the Internet for non-formal work was common and not a problem for any of the student interviewed

- Combination of online and face-to-face learning.

Such a combination if well balanced was seen as being potentially a good model

- Course costs.

There was a range of spending power but all felt that they would be able to raise the finance to study at the college and some were planning to spend more going abroad

My family can only afford 120,000/- per term and you cannot go abroad unless you get a scholarship. - Alex, interview

I would like to study for a new degree in economics but cannot afford to leave my job.... I have just brought a flat with a mortgage..... This idea would be perfect. - Macharia, interview

My parents have already organised for me to go to the US for higher education...

I will be staying with my Aunt. - Rachel, interview

For my parents university is just about money- how much we can afford..... I also have three brothers.” (Chege, Interview

- Independent study.

All had experience of independent study and were happy to work on their own for some of the time.

- Learn better using computers.

The consensus was that computers were learning tool but could not be the sole provider of a course.

Discuss the importance of the statements below:

29. Distance-learning/Internet courses at Simba College will enable me to study anytime.

For most this did not appear to be important and working late was not an attractive option

I have recently got promoted and cannot take time off work for at least two years. - Macharia, interview

30. Distance-learning/Internet courses at Simba College will enable me to study in Kenya instead of going abroad.

The benefit of this in financial terms was seen as important. Most still wanted to go abroad but realised that this was dependant on ability to pay.

31. Distance-learning/Internet courses at Simba College being cheaper than going to a traditional university will enable me to study for a degree.

Important to those who could not afford any alternative

32. Would you like to make any additional comments?

APPENDIX I1

RESEARCH INTERVIEW LECTURERS BEFORE OPENING v3

Official use only:

Interview by:	Chris Drew
Venue of interview:	College Office
Date and time of interview:	
Interviewee's signature of acceptance:	

To be read ahead of interview:

“This interview is part of a piece of research on the development of a supported virtual/distance learning college in Nairobi.

Completed interview forms should be signed at the end of the interview. Your interview will be treated with strict confidence and will only be used for research purposes. The interview should take about 25 minutes to complete.”

Outline interview guide:

Personal details:

1. Name: _____ (Confidential) Code: _____

2. Status summary

Academic Qualifications	The name of the university which currently employs you	Number of years employed in HE/FE sector	Area of academic interest

3. Country of birth

4. Which country are you working in:

5. Briefly describe your job/qualifications:

6. Please outline your teaching experience at undergraduate level?

7. Describe any experience you have of teaching with or using computers or the Internet or blended (mixed) learning methods or any other ICT mediated instruction?

Qualification model offered by Simba:

8. What degree(s) or postgraduate qualification(s) do you think Simba College should offer?

9. Please outline any other course(s) and their structure that you feel would be of interest to Simba College.

10. The college is made up of five Schools each headed by an expatriate from the UK Higher Education sector. Do you feel this is a suitable model and what if any additional Schools would you suggest be included?

11. Do you feel Simba College can achieve its mission?

Our mission is to provide access to quality UK Higher Education for bright Kenyan students who cannot quite afford to complete whole or any courses overseas at a UK University.

Yes	No
-----	----

12. Have you come across the 'blended learning' approach to teaching? Please elaborate?

Yes	No
-----	----

13. Please indicate on a scale of 1 to 5 which statements below the interviewee feels should be achieved at Simba College. Add any additional statements raised during this interview.)

Statement	1 Not important	2	3 Quite Important	4	5 Very Important
(a) The college should provide valuable qualifications					
(b) The college should provide more relevant courses					
(c) The college should help improve the link between university level courses and the real world of work					
(d) The college should provide challenging content					
(e) The college should provide courses which use up to date teaching pedagogy					
(f) The college should help support higher education in the developing world					
(g) The college should enable the institution I represent to make a financial gain.					
(h) The college should encourage the use of ICT					
(i) The college should help foster the development of a global outlook					

Computers and Internet Use

The answers to the questions raised below can all be elaborated upon on the boxes.

14. Does your university provide any course material via the Internet?

Yes	No
-----	----

15. Does your university provide any teaching through the Internet?

Yes	No
-----	----

16. Do you find it easy to manage the equipment? E.g. accessing documents and generally managing course materials.

Yes	No
-----	----

17. Do you find it easy to communicate with your students via e-mail?

Yes	No
-----	----

18. Do you use printed materials in addition to those provided via post and Internet/e-mail?

Yes	No
-----	----

If you would like to add any additional comments please do so below.

Thank interviewee

APPENDIX I2

CASE STUDY RESEARCH INTERVIEW LECTURERS/REPRESENTATIVES BEFORE OPENING v3

SUMMARY

Number of interviewees (N) = 8

Personal details:

1. Name:

2. Status summary

Academic Qualifications	The name of the university which currently employs you	Number of years employed in HE/FE sector	Area of academic interest
PhD (6)			

3. Country of birth

Kenya (3) UK (5)

4. Which country are you working in:

Kenya (3) England (5)

5. Briefly describe your job/qualifications:

UK: Four were lecturer's two law one pharmacy and one business. One was an administrator
Kenya: One lecturer in economics and two in business

6. Please outline your teaching experience at undergraduate level?

All but one were involved in undergraduate and postgraduate teaching
Kenyan lecturers taught on the parallel programme which is identical in content to the normal teaching programme

7. Describe any experience you have of teaching with or using computers or the Internet or blended (mixed) learning methods or any other ICT mediated instruction?

UK: Use e-mail for communications with students and for responding to student questions. Also send out information such as useful web sites and references to journals and books. Also send out lecture notes. More contact with postgraduates via e-mail. Use of bulletin boards and some WebCT applications.

Kenya: Limited to personal use, no communication with students.

Qualification model offered by Simba:

8. What degree(s) or postgraduate qualification(s) do you think Simba College should offer?

UK: Most if possible, include Law, Economics and IT also foundation courses
Kenya: Most particularly IT and Management and Economics/Business
Parallel programme students have a wide range of subject choice

9. Please outline any other course(s) and their structure that you feel would be of interest to Simba College.

UK: Could introduce vocational courses such as Higher National Diploma and then go on to UK for second and third year of degree.

Kenya: Could look at Kenyan degrees from Nairobi or Kenyatta university
Parallel programme approach could work

10. The college is made up of five Schools each headed by an expatriate from the UK Higher Education sector. Do you feel this is a suitable model and what if any additional Schools would you suggest be included?

Most felt this would work but could be an expensive model. Suggestion to start with local Kenyan heads of school.

11. Do you feel Simba College can achieve its mission?

Our mission is to provide access to quality UK Higher Education for bright Kenyan students who cannot quite afford to complete whole or any courses overseas at a UK University.

No reason why not. Would need a great deal of co-ordination between Simba College and the UK universities. Each university would have its own rules and regulations, which would have to be honoured. Different quality assurance demands would need to be met. Many inspections as each university may need to visit.

12. Have you come across the 'blended learning' approach to teaching? Please elaborate?

UK: All had and to some extent had used such an approach. They had run courses where content had been placed on their university bulletin boards and students had been expected to visit the site and post comments and complete assignments. Student to student contact was encouraged.
Kenya: No

13. Please indicate on a scale of 1 to 5 which statements below the interviewee feels should be achieved at Simba College. Add any additional statements raised during this interview.)

Statement	1 Not important	2	3 Quite Important	4	5 Very Important
(a) The college should provide valuable qualifications	0	0	0	3	5
(b) The college should provide more relevant courses	0	1	2	0	5
(c) The college should help improve the link between university level courses and the real world of work	0	1	1	2	4
(d) The college should provide challenging content	0	0	0	3	5
(e) The college should provide courses which use up to date teaching pedagogy	0	2	1	2	3
(f) The college should help support higher education in the developing world	0	0	0	3	5
(g) The college should enable the institution providing the courses to make a financial gain.	0	0	3	1	4
(h) The college should encourage the use of ICT	0	0	1	3	4
(i) The college should help foster the development of a global outlook	0	0	0	3	5

Computers and Internet Use

The answers to the questions raised below can all be elaborated upon on the boxes.

14. Does your university provide any course material via the Internet?

UK: Yes but using university intranet and virtual learning platform

Kenya: No

15. Does your university provide any teaching through the Internet?

As described earlier

16. Do you find it easy to manage the equipment? E.g. accessing documents and generally managing course materials.

UK: No personal problems, but one university was changing its virtual learning platform. Felt that the first one adopted was too cumbersome

17. Do you find it easy to communicate with your students via e-mail?

UK Yes

Kenya: N/A

18. Do you use printed materials in addition to those provided via post and Internet/e-mail?

All did.

If you would like to add any additional comments please do so below.

Students can get financial help even when studying on the parallel programme this does not happen when a student attends a private college

APPENDIX J1

CASE STUDY RESEARCH INTERVIEW STUDENTS START OF TERM 1 v3

Official use only:

Interview by:	Chris Drew
Venue of interview:	College Office
Date and time of interview:	
Interviewee's signature of acceptance:	

To be read ahead of interview:

“This interview is part of a piece of research on the development of a supported virtual/distance learning college in Nairobi.

Completed interview forms should be signed at the end of the interview. Your interview will be treated with strict confidence and will only be used for research purposes. The interview should take about 25 minutes to complete.”

Outline interview guide:

Personal details:

1. Name: _____ (Confidential) Code: _____

2. Age

16- 18	19 – 22	23 – 26	27 – 35	36 – 45	Over 45
--------	---------	---------	---------	---------	---------

3. Gender (by observation)

Male	Female
------	--------

4. Country of birth

Kenya	Other (please specify)	
-------	------------------------	--

5. Discuss the IT resources used at home.

A computer	E-mail	Internet link	Other (Please specify:

6. Are you currently employed?

Yes	No

Qualifications and interests:

7. On which course have you enrolled to study?

Being a distance learning student

Ask the following questions in this section particularly if student has previous experience of distance learning:

8. Please outline your experience of being a distance learner.

At home	At an institution

9. How long did you study in hours per week?

Alone at home	With others

10. Did you receive any face-to-face tuition? - outline

Reasons for enrolling and expectations of being at Simba College

11. Why have you enrolled at the college?

Elicit responses to the following:

Statement	1 Not important	2	3 Quite Important	4	5 Very Important
Better qualifications Improve my job prospects I need a challenge To obtain a degree at a low cost I expect the course to be interesting Develop my intellectual competence Improve my confidence Meet interesting people Nothing better to do Gain IT experience Gain a UK degree Gain a degree from a top university Distance-learning/Internet courses at Simba College will enable me to study anytime. Distance-learning/Internet courses at Simba College will enable me to study in Kenya instead of going abroad. Low cost will allow access to HE					

12. To study at the college you are going to need various skills. Tick column:

	Student felt they would cope:	Student felt they needed some practice:
Reading for academic purposes		
Writing essays		
Concentrating for prolonged periods		
Making notes in English		
Listening to academic English		
Using English medium learning materials		
Summarising, criticising and commenting on other people's ideas		
Accepting constructive criticism of your own ideas and work		
Using simple statistics, reading graphs		
Using simple algebra and other basic mathematical concepts		
Setting out your thoughts in an organised manner		
Seeking help when faced with a problem		
Having confidence in your ability		
Managing your time effectively		

13. What would be your preferred hours of study? Tick

6am to 8am	8am to 10am	10am to 12pm	12pm to 2pm	2pm to 4pm	4pm to 6pm
------------	-------------	--------------	-------------	------------	------------

6pm to 8pm	8pm to 10pm	10pm to 12am	12am to 2am	2am to 4am	4am to 6am
------------	-------------	--------------	-------------	------------	------------

Use of Computers and the Internet

To be answered by students who have used computers/Internet as part of a course:

14. Have you ever studied using the Internet? If yes outline:

--

15. Did you find it easy to manage the equipment: e.g. signing on, accessing documents and generally managing the course materials? Outline

Yes	No
-----	----

16. Do you enjoy working with computers? Outline

Yes	No
-----	----

17. Would you like to take more courses using computers? Outline

Yes	No
-----	----

18. Did you find that the way materials are presented helps you to understand what you are studying? Outline

Yes	No
-----	----

19. Did you find the equipment reliable? Outline

Yes	No
-----	----

20. When using computers does the English language software instructions prove difficult for you to understand? Outline

Yes	No
-----	----

21. Do you have trouble writing assignments in English using a computer? Outline

Yes	No
-----	----

22. Do you have trouble understanding the English used in the materials presented to you over the Internet? Outline

Yes	No
-----	----

23. Do you find it difficult to study on your own? Outline

Yes	No
-----	----

24. Learning preferences – For the courses taken what were the percentages of online: computer: and face-to-face?

Online:	Computer:	Face-to-Face:

25. Do you prefer courses that are highly structured and organised? Outline

Yes	No
-----	----

26. What course did you take which meant you had to use the Internet and/or a computer?

--

27. Distance-learning experience. Use prompts below:

- Interesting way to study
- Used the Internet and felt comfortable with it.
- Combination of online and face-to-face learning.
- Course costs.
- Independent study.
- Learn better using computers.

Discuss the importance of the statements below:

28. Distance-learning/Internet courses at Simba College will enable me to study anytime.

Not important				Extremely important
1	2	3	4	5

29. Distance-learning/Internet courses at Simba College will enable me to study in Kenya instead of going abroad.

Not important				Extremely important
1	2	3	4	5

30. Distance-learning/Internet courses at Simba College being cheaper than going to a traditional university will enable me to study for a degree.

Not important				Extremely important
1	2	3	4	5

31. Studying at the college (prompt with; independent study at home; at college; with other students at college; in the college library etc):

--

32. Would you like to make any additional comments?

--

Thank interviewee.

APPENDIX J2

CASE STUDY RESEARCH INTERVIEW STUDENTS START OF TERM 1 v3 SUMMARY

Number of interviewees (N) = 4

Personal details:

1. Name:

2. Age

16- 18	19 – 22	23 – 26	27 – 35	36 – 45	Over 45
1	2	1	0	0	0

3. Gender (by observation)

Male	Female
2	2

4. Country of birth

Kenya	Other (please specify)	
4	0	

5. Discuss the IT resources used at home.

A computer:	E-mail	Internet link	Other (Please specify:
All had a computer and 1 had a lap top	All had e-mail at home	No one had Internet at home	

6. Are you currently employed?

No one was working

Qualifications and interests:

7. On which course have you enrolled to study?

Economics (1) LSE, Business (1) LSE, Information Systems and Management (1) LSE, Access route, Economics (1) LSE
--

Being a distance learning student

Ask the following questions in this section particularly if student has previous experience of distance learning:

8. Please outline your experience of being a distance learner.

At home	At an institution
Only as school students when doing homework. No one felt working at home would be a problem as long as there was enough college guidance.	None

9. How long did you study in hours per week?

Alone at home	With others
For A level and KCSE students about 3 hours per day during last term.	At school and some holiday revision at school (private sector only). With a tutor for extra tuition.

10. Did you receive any face-to-face tuition? - outline

Only form of teaching received.

Reasons for enrolling and expectations of being at Simba College

11. Why have you enrolled at the college? Use same prompts as questionnaire:

Better qualifications/ Improve my job prospects/ I need a challenge/ To obtain a degree at a low cost/ I expect the course to be interesting/ Develop my intellectual competence/ Improve my confidence/ Meet interesting people/ Nothing better to do/ Gain IT experience/ Gain a UK degree/ Gain a degree from a top university Distance-learning/Internet courses at Simba College will enable me to study anytime/ Distance-learning/Internet courses at Simba College will enable me to study in Kenya instead of going abroad/ Low cost will allow access to HE

All wanted to obtain a degree, finance was an issue so Simba College offered an opportunity. Liked the idea of a UK degree and the flexibility of study. The name Simba did have a reputation and that combined with universities such as LSE, UCL and others meant that CV's would be enhanced. The idea of exploring links with the UK for visits to the institutions offering the degrees was popular

12. To study at the college you are going to need various skills. Elicit confidence level:

	Student felt they would cope:	Student felt they needed some practice
a) Reading for academic purposes	4	0
b) Writing essays	4	0
c) Concentrating for prolonged periods	2	2
d) Making notes in English	4	0
e) Listening to academic English	4	0
f) Using English medium learning materials	4	0
g) Summarising, criticising and commenting on other people's ideas	2	2
h) Accepting constructive criticism of your own ideas and work	1	3
i) Using simple statistics, reading graphs	2	2
j) Using simple algebra and other basic mathematical concepts	2	2
k) Setting out your thoughts in an organised manner	2	2
l) Seeking help when faced with a problem	2	2
m) Having confidence in your ability	2	2
n) Managing your time effectively	1	3

13. What would be your preferred hours of study? Tick

Working any hours at the college was OK but not late – security, getting home, and family were reasons for not working late. I would not work late because it is hard to get transport and it is dangerous to walk late at night. - Student interview 1,

Use of Computers and the Internet

To be answered by students who have used computers/Internet:

14. Have you ever studied using the Internet? If yes outline:

No one had taken a formal course.

15. Did you find it easy to manage the equipment: e.g. signing on, accessing documents and generally managing the course materials? Outline

All were confident in their ability to use a computer.

16. Do you enjoy working with computers? Outline

All said they did and were looking forward to making use of the college IT resources.

17. Would you like to take more courses using computers? Outline

Some had taken short IT related courses such as EXCEL etc. They found these courses were useful but the quality varied from institution to institution, quality was related to cost.

18. Did you find that the way materials are presented helps you to understand what you are studying? Outline

Professionally written and well 'set out' courses were easier to follow. Most had only experience of Microsoft courses which all agreed were of good quality but sometime taught badly.

19. Did you find the equipment reliable? Outline

No equipment problems were noted. Some institutions did not have generators and so were at times out of action due to power cuts.

20. When using computers does the English language software instructions prove difficult for you to understand? Outline

English was not seen as a problem

21. Do you have trouble writing assignments in English using a computer? Outline

No one did.

22. Do you have trouble understanding the English used in the materials presented to you over the Internet? Outline

No

23. Do you find it difficult to study on your own? Outline

No

24. Learning preferences - For the courses taken what were the percentages of online: computer: and face-to-face?

Online: 14/14	Computer: 14/14	Face-to-Face: 14/14
All liked the idea of using the Internet as a learning tool.	All expected to use computer for most of their work	Additional note taking and handouts were expected from the local lecturers.

25. Do you prefer courses that are highly structured and organised? Outline

12/14 did and needed structure to ensure that they worked to a deadline. 2/14 wanted some flexibility in timing and options within courses.

26. What course did you take which meant you had to use the Internet and/or a computer?

As noted in Q 17 some had taken IT courses.

27. Distance-learning experience. Use prompts below:

- Interesting way to study.

Students were looking forward to study via DL but hoped that there would be quite a lot of tuition.

- Used the Internet and felt comfortable with it.

Using the Internet for non-formal work was common. No concerns about using the Internet at college.

- Combination of online and face-to-face learning.

This approach debated as 'blended learning' was seen as good idea by all 14 students.

- Course costs.

Having enrolled for the college the financial requirements were met.

- Independent study.

All were OK about this form of study and realised this was a main part of the transition from secondary school to university.

- Learn better using computers.

All were looking forward to using computers more that they did at school and saw such use as increasing their skill base.

Discuss the importance of the statements below:

28. Distance-learning/Internet courses at Simba College will enable me to study anytime.

Not important 1	2	3	4	Extremely important 5
10	2	2	0	0

29. Distance-learning/Internet courses at Simba College will enable me to study in Kenya instead of going abroad.

Not important 1	2	3	4	Extremely important 5
0	0	2	4	8

30. Distance-learning/Internet courses at Simba College being cheaper than going to a traditional university will enable me to study for a degree.

Not important 1	2	3	4	Extremely important 5
0	0	0	3	11

31. Studying at the college (prompt with; independent study at home; at college; with other students at college; in the college library etc):

Most expected to study a couple of hours at home and to study during the day in the college library. They expected 3/4 hours of tuition per week. All felt that as they got to know other students they would work with them/in their company. For me the most important new idea was that of being able to come from work, throw a basket ball around and shower at the college and then do two hours or so work either in the library or on the computer. This helped me to put aside time each week away from home to focus on my studies. - Student interview 3,

32. Would you like to make any additional comments?

APPENDIX K1

CASE STUDY RESEARCH INTERVIEW STUDENTS END OF TERM 1 v3

Official use only:

Interview by:	Chris Drew
Venue of interview:	College Office
Date and time of interview:	
Interviewee's signature of acceptance:	

To be read ahead of interview:

“This interview is part of a piece of research on the development of a supported distance learning college in Nairobi.

Completed interview forms should be signed at the end of the interview. Your interview will be treated with strict confidence and will only be used for research purposes. The interview should take about 25 minutes to complete and is a follow up to the interview you had at the start of this term.”

Outline interview guide:

Personal details:

1. Name: _____ (Confidential) Code: _____

2. Are you currently employed?

Yes	No
-----	----

Qualifications and interests:

3. What course are you studying?

--

Being a Simba College student

4. How long do you study independently in hours per week at home / college?

Outside college	At the college

5. How long do you study in hours per week with other students?

Outside college	At the college

6. How long do you study in hours per week in the library/computer rooms?

Library	Computer Room
---------	---------------

7. Did you cope academically with this term's work? Prompts: Always, most of the time, sometimes, never. Also reading, writing, academic English, academic maths, getting help, time management.

--

8. When do use the college for study or other activities? (You may tick as many columns as you wish)

6am to 8am	8am to 10am	10am to 12pm	12pm to 2pm	2pm to 4pm	4pm to 6pm
------------	-------------	--------------	-------------	------------	------------

6pm to 8pm	8pm to 10pm	10pm to 12am	12am to 2am	2am to 4am	4am to 6am
------------	-------------	--------------	-------------	------------	------------

9. What have been you impressions of the college after one term?

--

Use of Computers and the Internet

10. Do you find it easy to manage the college computers: e.g. signing on, accessing documents and generally managing the course materials? - Outline

Yes	No
-----	----

11. Do you enjoy working/using the college computers? - Outline

Yes	No
-----	----

12. Have you experienced any frustration with accessing course information, or materials?
Prompt: either at the college or by e-mail/post from the London External Programme.

Yes	No
-----	----

13. Do you find that the way materials are presented helps you to understand what you are studying? - Outline (Include comment about hard copy course materials)

Yes	No
-----	----

14. Do you find the IT equipment reliable? – Outline

Yes	No
-----	----

15. When using the computers does the English language software instructions prove difficult for you to understand?

Yes	No
-----	----

16. Do you have trouble writing assignments in English using a computer?

Yes	No
-----	----

17. Do you have trouble understanding the English used in the materials presented to you over the Internet or via post?

Yes	No
-----	----

18. Do you find it difficult to study on your own? How well do you manage your time? - Outline

Yes	No
-----	----

19. Please outline the advantages and disadvantages of the colleges 'blended learning' approach.

--

20. Do you consider that the courses are highly structured and well organised?

Yes	No
-----	----

21. What course did you take which meant you had to use the Internet and/or a computer?

--

22. Did you have any problems gaining access to the Internet or a computer?

Yes	No
-----	----

23. Can you suggest two things that would make the colleges 'blended learning' approach more effective in your case?

1
2

24. How do you see the Simba College concept developing in the future?

--

25. Do you have any comments to make about being taught with or using the Internet, eLearning, blended (mixed) learning methods or any other ICT mediated instruction?

26. How do you see the 'blended learning' concept develop in the future?

27. How valuable do you think blended learning is for your learning?

Not valuable	Quite valuable	Unsure	Valuable	Very valuable

28. Would you like to make any additional comments?

Thank interviewee.

APPENDIX K2

CASE STUDY RESEARCH INTERVIEW STUDENTS END OF TERM 1 v3 SUMMARY

Number of interviewees (N) = 4

Personal details:

1. Name:

2. Are you currently employed?

Yes	No
1 – part time working for family. Additional income to help with living costs.	3

Qualifications and interests:

3. What course are you studying?

Economics (1) LSE, Business (1) LSE, Information Systems and Management (1) LSE, Access route, Economics (1) LSE

Being a Simba College student

4. How long do you study independently in hours per week at home / college?

Outside college i.e. at home	At the college
Most were between 8 and 12 hours	Between 20 and 30 hours

5. How long do you study in hours per week with other students?

Outside college	At the college
Most did not	Between 2 and 6 hours

6. How long do you study in hours per week in the library/computer rooms?

Library	Computer Room
Between 5 and 15 hours	Between 10 and 30 hours

7. Did you cope academically with this term's work? Prompts: Always, most of the time, sometimes, never. Also reading, writing, academic English, academic maths, getting help, time management.

Most said that they were coping with the academic demands and the level of English was no different than at school. Students from wealthier backgrounds found that the teaching was too traditional. Getting help and working with other students was not an issue.

Most of the time I can understand the lecturers... they explain things as we go along... when I can't they sometimes speak in Kiswahili and this helps. -

Student interview 2,

The small number of students at the college was seen as a disadvantage and most felt the place was empty. Things would be better with bigger numbers. I felt I had adequate opportunities to participate in class discussions. - Student interview 4

The class discussions were of high quality. - Student interview 1

8. When do use the college for study or other activities?

All used the college at traditional working times. Some did work Saturday.

9. What have been your impressions of the college after one term?

All liked being part of the college, part of a community. Liked the flexibility of study. One student pointed out that "it was possible to drop out if, for example, work moved you away, and yet still carry on with your degree." - Student Int 1

Having other friends around has helped a lot. I find that they can explain things to me if I cannot answer the questions in the homework. - Student interview 3

I enjoy coming to the college it makes me feel like a student. My family are very proud of the fact that I leave each day to study at a UK college for a London University degree. I do think that more sports should be available and being small does mean that other college teams always beat us. - Student interview 4,

I enjoy being involved in the tutorial sessions these small groups helped me learn well. - Student interview 2

It is difficult to make close friends as there are very few students on my course and most are older than me. - Student interview 3

It was strange, to be able to interrupt a teacher and ask them to explain something. Lecturers also asked us questions. - Student interview 1

We get the best of all worlds when we go to our lectures things are explained to us, but we also work in silence in the library using the work books provided. We get our marked assignments quite quickly - Student interview 3,

Use of Computers and the Internet

10. Do you find it easy to manage the college computers: e.g. signing on, accessing documents and generally managing the course materials? - Outline

No one had problems using the computer system. Being trusted with managing my own learning was very empowering. The ICT demands were not as much as I had expected. - Student interview 4. I have been using computers and the Internet since I was 12. Working in the college using the computers was nothing new. - Student interview 3

11. Do you enjoy working/using the college computers? - Outline

All did but felt they wasted time using the Internet and e-mail for non-academic purposes. I enjoy using the computer lab and doing research on the internet - Student interview 1, The time it takes to download articles means a lot of time is lost. Having to pay for printing is also a problem – I find myself reading off the screen for long periods of the day this hurts my eyes and back. I think the college should make printing free.- Student interview 3,

12. Have you experienced any frustration with accessing course information, or materials?

Prompt: either at the college or by e-mail/post from the London External Programme.

Slow post and the fact that some students received course work before others. Looking forward to first lecture organised at the British Council.

13. Do you find that the way materials are presented helps you to understand what you are studying? - Outline (Include comment about hard copy course materials)

Generally yes. Hard copy booklets were particularly appreciated.

14. Do you find the IT equipment reliable? – Outline

Yes, no power cuts – college on the same power supply as State House.

15. When using the computers did the English language software instructions prove difficult for you to understand?

No one expressed any problems with following computer instructions.

16. Do you have trouble writing assignments in English using a computer?

No one did all were used to working academically in English.

17. Do you have trouble understanding the English used in the materials presented to you over the Internet or via the post?

So far I have found the course books of high quality and easy to follow. - Student interview 2 I found the course work booklet hard to follow. - Student interview 3, The English is OK - Student interview 1 The level of English was hard in one unit and referred to things that I had never come across before. It is as if they expect you to be in Britain - Student interview 1 The course work is not very similar to what I used to study at school. The school books were relevant to Kenya using Kenyan towns and people. It definitely feels like you are studying a foreign degree not a Kenyan one. Student interview 3
My brothers friend is at Kenyatta and they only get the notes from the lecturers. If they want more they will buy local books as they are cheap and easy to get. Student interview 2

18. Do you find it difficult to study on your own? How well do you manage your time? - Outline

Mostly OK found having the college as a focus very helpful. Student created a routine around coming into the college in the morning and leaving in the afternoon this was seen as a major advantage over working at home where it would be difficult to keep to a routine.

19. Please outline the advantages and disadvantages of the colleges 'blended learning' approach.

I was not confident of my writing style but once the lecturers fed back such positive comments I felt better about my ability. - Student interview 1
I enjoy working with a group it helps to motivate me. - Student interview 4
It is possible to interact with fellow Kenyans at the college, both students and lecturers as well as international students using the London External Programmes bulletin boards. International tutors also kept in touch using e-mail. - Student interview 4,
Having lecturers teaching you helped to understand the course booklets. I sometimes asked questions in Kiswahili. – Student interview 3

20. Do you consider that the courses are highly structured and well organised?

Generally the London University External Programme course guides were seen as very well structured. The example examination papers were seen as very useful as were the readers. The study guides were also used to guide the teaching, which students found very helpful. The link between lectures and the study guides was deliberate. This approach was much appreciated. The provision of other resources such as textbooks and DVD's were also found to be very useful and of high quality. The students felt that the fact that the lecturers knew the content of the resources provided by the London External Programme helped reduce the time spent getting to understand what was going on and what were the key points they needed to appreciate and know for the exams.

21. What course did you take which meant you had to use the Internet and/or a computer?

Statistics 1, Principles of sociology

22. Did you have any problems gaining access to the Internet or a computer?

No, browser speeds were remarked upon as being very good

23. Can you suggest two things that would make the colleges 'blended learning' approach more effective in your case?

24. How do you see the Simba College concept developing in the future?

Comment was made that things would improve as numbers increased. It was impossible to run team sports, as there were not enough students. Socially things are a bit limited at the moment. The library needs more textbooks and perhaps could include non-academic books. More magazines would be a good idea. The basic idea was sound it would just take time to build up numbers.

25. Do you have any comments to make about being taught with or using the Internet, eLearning, blended (mixed) learning methods or any other ICT mediated instruction?

Most felt they were much more involved in discussions with the lecturers and other students. Students felt there was more interaction in seminars as they were better prepared having completed topics through the distance learning materials in advance.

26. How do you see the 'blended learning' concept develop in the future?

The approach works well at the college and with the London University External Programme connection. The ability to study in effect at a top university at a much-reduced cost was bound to be popular and grow as word 'got around'.
Increasing the opportunity for communication with students in the UK. This was a popular feature.

27. How valuable do you think blended learning is for your learning?

Not valuable	Quite valuable	Unsure	Valuable	Very valuable
0	0	0	0	4

28. Would you like to make any additional comments?

The main toilets are very small there is usually a wait to use them – it will be worse if more students come. - 4
We need to have access to a sports field as at the moment we have to travel to Impala Club for football. – 3
I got quite a lot of extra help through the web site conversations with other students.
Last week there were no lights in the hall it two days for the problem to be solved. -2

APPENDIX L1

CASE STUDY RESEARCH INTERVIEW ALL COLLEGE LECTURERS START OF TERM ONE v3

Official use only:

Interviewed by:	Chris Drew
Venue:	College Office
Date and time:	

Please read:

“This interview is part of a continuing piece of research at the University of Bath on the development of Simba College. Your answers will be treated with strict confidence and will only be used for research purposes.”

The interview should take about 25 minutes to complete.

Personal details:

1. Name: _____ (Confidential) Code: _____

2. Status summary

Highest Academic Qualification	The name of the university which currently employs you *	Number of years employed in HE/FE sector	Area of academic interest

*If the interviewee is concerned about privacy please leave this question out.

3. Country of birth

4. Briefly describe the job you have been given at Simba College:

5. Do you have any experience teaching with or using the Internet or computers? Please outline.

Yes	No

Qualification model offered by Simba:

6. What additional degree(s) or postgraduate qualification(s) do you think Simba College should offer?

--

7. Please outline any other course(s) and their structure that you feel would be of interest to Simba College.

--

8. The long-term plan for college, once its student numbers increase is to create five Schools each headed by an expatriate from the UK Higher Education sector. Do you feel this is a suitable model and what if any additional Schools would you suggest be included?

--

9. Do you feel Simba College can achieve its mission?

Our mission is to provide access to quality UK Higher Education for bright Kenyan students who cannot quite afford to complete whole or any courses overseas at a UK University.

Yes	No

10. Have you come across the 'blended learning' approach to teaching? Please elaborate?

Yes	No

11. Please indicate on a scale of 1 to 5 which statements below the interviewee feels should be achieved at Simba College. Add any additional statements raised during this interview.)

Statement	1 Not important	2	3 Quite Important	4	5 Very Important
(a) The college should provide valuable qualifications					
(b) The college should provide more relevant courses					
(c) The college should help improve the link between university level courses and the real world of work					
(d) The college should provide challenging content					
(e) The college should provide courses which use up to date teaching pedagogy					
(f) The college should help support higher education in the developing world					
(g) The college should enable the institution I represent to make a financial gain.					
(h) The college should encourage the use of ICT					
(i) The college should help foster the development of a global outlook					

Computers and Internet Use

The answers to the questions raised below can all be elaborated upon on in the boxes.

12. Does your university provide any course material via the Internet?

Yes	No
-----	----

13. Does your university provide any teaching through the Internet?

Yes	No
-----	----

14. Do you find it easy to manage the IT equipment at your university? E.g. accessing documents and generally managing course materials.

Yes	No
-----	----

15. Do you find it easy to communicate with your students via e-mail?

Yes	No
-----	----

16. Do you use printed materials in addition to those provided via post and Internet/e-mail?

Yes	No
-----	----

Additional comments:

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Thank interviewee.

APPENDIX L2

CASE STUDY RESEARCH INTERVIEW ALL COLLEGE LECTURERS START OF TERM ONE v3 SUMMARY OF RESULTS

Total Number of respondents (N) = 4

Personal details:

1. Name:

2. Status summary

Highest Academic Qualification	The name of the university which currently employs you *	Number of years employed in HE/FE sector	Area of academic interest
PhD (3) MA(1)	All Nairobi	Between 10 and 20 years	Economics, English Literature, IT

*If the interviewee is concerned about privacy please leave this question out.

3. Country of birth

All Kenyan

4. Briefly describe the job you have been given at Simba College:

Two will be lecturing on the Business courses and one on the IT courses. One will be teaching English. All will be involved in the Access route course as well.

5. Do you have any experience teaching with or using the Internet or computers? Please outline.

No

Qualification model offered by Simba:

6. What additional degree(s) or postgraduate qualification(s) do you think Simba College should offer?

The College should consider introducing medicine and engineering.

7. Please outline any other course(s) and their structure that you feel would be of interest to Simba College.

The College should consider introducing teacher training and other vocational courses.

8. The long-term plan for college, once its student numbers increase is to create five Schools each headed by an expatriate from the UK Higher Education sector. Do you feel this is a suitable model and what if any additional Schools would you suggest be included?

Agreed this model would work but that higher numbers would be needed to fund the number of staff involved. No reason why Kenyans could not fill the posts.

9. Do you feel Simba College can achieve its mission?

Our mission is to provide access to quality UK Higher Education for bright Kenyan students who cannot quite afford to complete whole or any courses overseas at a UK University.

Yes: all felt that there was both the student demand and student talent for the college to be a success. There were also many university lecturers who given the training and opportunity could teach at the college to the quality demands made by the University of London External Programme.

10. Have you come across the 'blended learning' approach to teaching? Please elaborate?

None did

11. Please indicate on a scale of 1 to 5 which statements below the interviewee feels should be achieved at Simba College. Add any additional statements raised during this interview.)

Statement	1 Not important	2	3 Quite Important	4	5 Very Important
(a) The college should provide valuable qualifications	0	0	0	1	3
(b) The college should provide more relevant courses	0	0	0	2	2
(c) The college should help improve the link between university level courses and the real world of work	0	0	0	3	1
(d) The college should provide challenging content	0	0	1	2	1
(e) The college should provide courses which use up to date teaching pedagogy	0	0	0	0	4
(f) The college should help support higher education in the developing world	0	0	2	2	0
(g) The college should enable the institution I represent to make a financial gain.	3	1	0	0	0
(h) The college should encourage the use of ICT	0	0	0	1	3
(i) The college should help foster the development of a global outlook	0	0	0	2	2

Computers and Internet Use

12. Does your university provide any course material via the Internet?

No

13. Does your university provide any teaching through the Internet?

No

14. Do you find it easy to manage the IT equipment at your university? E.g. accessing documents and generally managing course materials.

Computers and Internet used for personal research not teaching. Computer use not a problem all were 'computer literate.'

15. Do you find it easy to communicate with your students via e-mail?

Not applicable.

16. Do you use printed materials in addition to those provided via post and Internet/e-mail?

Have only used printed materials.

Additional comments:

We need to trust learners in higher education, adopting distance learning should not impact on their learning. The current colonial pedagogy will be replaced by a more flexible global one.

APPENDIX M1

CASE STUDY RESEARCH INTERVIEW ALL COLLEGE LECTURERS END OF TERM ONE v3

Official use only:

Interviewed by:	Chris Drew
Venue:	College Office
Date and time:	

Please read:

“This interview is part of a continuing piece of research at the University of Bath on the development of Simba College. Your answers will be treated with strict confidence and will only be used for research purposes.”

The interview should take about 25 minutes to complete and is a follow up to the interview you had at the start of this term.”

1. Name: _____ (Confidential) Code: _____

2. Briefly describe your job at Simba College and at Nairobi University:

--

3. Please outline your teaching experience this term?

--

4. Do you feel Simba College is achieving its mission?

Our mission is to provide access to quality UK Higher Education for bright Kenyan students who cannot quite afford to complete whole or any courses overseas at a UK University.

--

5. Are you concerned that learning using the ‘blended learning’ approach is proving to be too difficult for most students? Please elaborate?

Yes	No

6. Are you concerned that teaching using the ‘blended learning’ approach is proving to be too difficult for you? Please elaborate?

Yes	No

7. Do you think the Simba College blended learning approach is working?

Yes	No

8. Please indicate on a scale of 1 to 5 which statements below the interviewee feels are being achieved. Add any additional statements raised during this interview.)

Statement	1 Not being achieved	2	3 Mostly achieved	4	5 Fully achieved
(a) The college provides more valuable qualifications (b) The college helps provide more relevant courses (c) The college helps improve the link between university level courses and the real world of work (d) The college provides a more challenging content (e) The college provides courses which use a more up to date teaching pedagogy (f) The college helps support higher education in the developing world (g) The college enables the institution I represent to make a financial gain. (h) The college encourages the use of ICT (i) The college helps foster the development of a global outlook					

Computers and Internet Use

The answers to the questions raised below can all be elaborated upon on the boxes.

9. Does the college provide enough of your course material via the Internet?

Yes	No

10. Does the college provide enough teaching through the Internet?

Yes	No

11. Do you find it easy to manage the technology? E.g. accessing documents and generally managing course materials.

Yes	No
-----	----

12. Do you find it easy to communicate with your students via e-mail?

Yes	No
-----	----

13. Do you use your own printed materials in addition to those provided via post and Internet/e-mail from the UK?

Yes	No
-----	----

14. How long, in addition to your teaching, do you spend at the college?

Library (hours per week)	Computer Room (hours per week)

15. Do you think that the students you taught coped academically with this term's work?
Prompts: Always, most of the time, sometimes, never. Also reading, writing, academic English, academic maths, getting help, time management.

--

16. What have been your impressions of the college after one term?

--

17. How do you see the Simba College concept developing in the future?

--

18. How do you see the 'blended learning' concept develop in the future?

--

19. How valuable do you think blended learning is (or could be) for your teaching?

Not valuable	Quite valuable	Unsure	Valuable	Very valuable

20. Would you like to make any additional comments?

--

Thank interviewee

APPENDIX M2

CASE STUDY RESEARCH INTERVIEW ALL COLLEGE LECTURERS END OF TERM ONE v3 SUMMARY OF RESULTS

Total Number of respondents (N) = 4

1. Name:
2. Briefly describe your job at Simba College and at Nairobi University:

Two are lecturing on the Business courses and one on the IT courses. One is teaching English. All have been involved in the Access route course as well.

3. Please outline your teaching experience this term?

Involved in traditional face-to-face lectures for their own subject area and helping with the support of the Access route courses. They also used the computer rooms to deliver part of their programme. Request for a SMART board was made. Student interactions were more difficult to manage than in other classes I have taken where we talk and students listen - Interview lecturer 2,

I am really enjoying teaching small groups of students. I am able to interact with them much more than my normal experience of dealing with groups of forty. - Interview lecturer 2,

Have expressed an interest in being involved in the careers and sports side of the college when these become functional.

The atmosphere at the college is very different than at Nairobi, students are much more motivated and ask questions quite a lot.” (Interview lecturer 2, Teaching at the college is much more dynamic and intensive compared to Nairobi (University) it is a different experience. There is an expectation that discussions will take place and that students will be able to ask questions and work as a group (Interview lecturer 3,

4. Do you feel Simba College is achieving its mission?

Our mission is to provide access to quality UK Higher Education for bright Kenyan students who cannot quite afford to complete whole or any courses overseas at a UK University.

After the first term all the lecturers still felt that the mission was achievable. Time would tell, and the number of students and lecturers would need to increase to give the college a long-term future. The link with the University of London External Programme was considered a very good one and that was what gave the college its advantage and what made it different compared to other colleges in Nairobi.

5. Are you concerned that learning using the ‘blended learning’ approach is proving to be too difficult for most students? Please elaborate?

All felt that the approach taken by the college was working. The combination of materials provided by distance and the onsite teaching and facilities made life much easier for the students.

It is difficult to balance the demands by the students to follow the London notes and to forget the notes I use at Nairobi University. In addition the exam questions from London are very different and finding time to generate my own answers is difficult. Probably next year things will be easier. - Interview lecturer 4

Whether the blended learning approach would deliver final degree results to match or even better the more traditional approaches would be very difficult to measure and would need to be investigated over many years and at least ten. I think that we will need more support with how to organise examination practice in the future. We need to know how to answer the questions and what the examiners are looking for. - Interview lecturer 1,

The college classroom was not very different from Nairobi University. – L2

6. Are you concerned that teaching using the ‘blended learning’ approach is proving to be too difficult for you? Please elaborate?

No one felt that teaching using ‘blended learning’ was a problem. Some commented that they did not really notice any difference, the syllabus, however, was obviously different. The teaching resources, both ICT and traditional, were considered to be better than the public universities.

7. Do you think the Simba College blended learning approach is working?

All did and thought that things would improve with time.

8. Please indicate on a scale of 1 to 5 which statements below the interviewee feels are being achieved. Add any additional statements raised during this interview.)

Statement	1 Not being achieved	2	3 Mostly achieved	4	5 Fully achieved
(a) The college provides more valuable qualifications	0	0	2	1	1
(b) The college helps provide more relevant courses	0	0	0	0	4
(c) The college helps improve the link between university level courses and the real world of work	0	0	0	3	1
(d) The college provides a more challenging content	0	0	0	1	3
(e) The college provides courses which use a more up to date teaching pedagogy	0	0	0	0	4
(f) The college helps support higher education in the developing world	2	1	1	0	0
(g) The college enables the institution I represent to make a financial gain.	0	0	0	0	0
(h) The college encourages the use of ICT	0	0	0	0	4
(i) The college helps foster the development of a global outlook	0	0	4	0	0

Computers and Internet Use

The answers to the questions raised below can all be elaborated upon on the boxes.

9. Does the college provide enough course material via the Internet?

Yes, in that the London University External Programme resources are all available via the web site through the use of the user code and password provided to all the fourteen registered students.

Some of the course material sent to the students such as 'Principals of Accounting* used terminology that would not be used in local business management and was written in difficult academic English - Interview lecturer 3,

Using material provided by the LSE was very exciting, I had a feeling of being much more involved in quality higher education. - Interview lecturer 2.

The lecturers have looked at the site via one of the Simba teachers who is studying philosophy via the programme and hence has access. This arrangement will need to be formalised in the future, especially when an application to gain 'Permission to teach status' is made to deliver Diploma courses.

I have found the use of the London External Programme materials beneficial to my teaching and also to my personal development. The materials provided are excellent and well thought out. I have taken away some materials and ideas into my lecturing at Nairobi University. - Interview lecturer 1,

10. Does the college provide enough teaching through the Internet?

Not any of its own, only that which is provided by the London External Programme. There is a collection of web sites available with some very useful content for the various courses being taught.

11. Do you find it easy to manage the technology? E.g. accessing documents and generally managing course materials.

All four found the systems easy to use and when they had a problem the college technicians were of great help. Note: The college computer systems have benefited from being based on the Simba School system which has been up and running for many years. The lecturers have visited the school several times.

12. Do you find it easy to communicate with your students via e-mail?

No one had a problem with this although lecturers had enough face-to-face contact such that they did not need much e-mail contact. Students did forward some e-mails that they received from the University of London and this was found to be very useful. Given feedback from the London tutors the local lecturers felt they were able to make more useful interventions with the college students.

13. Do you use your own printed materials in addition to those provided via post and Internet/e-mail from the UK?

All four did. Most of which was modified from their own teaching at the University of Nairobi.

14. How long, in addition to your teaching, do you spend at the college?

Library (hours per week)	Computer Room (hours per week)
Between 1 and 5 hours	Between 1 and 5 hours

15. Do you think that the students you taught coped academically with this term's work? Prompts: Always, most of the time, sometimes, never. Also reading, writing, academic English, academic maths, getting help, time management.

Most said that their students were coping with the academic demands and the level of English that was required. Some felt that maths was a problem for their students. The small number of students at the college was seen as making teaching more effective.

16. What have been your impressions of the college after one term?

All enjoyed teaching at the college. The students were seen as being very motivated and academically capable. All agreed that the experience of teaching the London External Programme was good for their career development and they were using some of the content back at Nairobi university.

I enjoy working at Simba and being close to Nairobi University has made travel easy - Interview lecturer 2

17. How do you see the Simba College concept developing in the future?

As more students enrolled there would be a need for more teaching staff. The sports programme, currently limited, would expand and need some staffing. With time there would be a need for permanent full-time teaching staff. More local courses and short-term courses could be added.

18. How do you see the 'blended learning' concept develop in the future?

The advantages of 'blended learning' were seen as outweighing any disadvantages. When questioned most saw 'blended learning' as 'normal teaching' with the addition of an ICT element. As the approach was seen to deliver good results at reduced cost and enabling students to graduate with a degree from a famous university the college could only expand.

19. How valuable do you think blended learning is (or could be) for your teaching?

Not valuable	Quite valuable	Unsure	Valuable	Very valuable
0	0	0	1	3

20. Would you like to make any additional comments?

APPENDIX N1

LECTURER DIARY

Please complete this page.

Please enter PIN as provided: _____

Important note, please read carefully:

This page of your diary should only apply to a face-to-face lesson /tutorial/seminar (not a lecture) and not to a session working with a student on a distance-learning module. You will be asked to complete this diary page on a specific day.

Day: _____ Date: _____

Please summarise you expectations and what you hope to teach during this session at college.

(This should be completed prior to your lesson or session in college)

(a) Please answer by circling Yes or No the following questions once you have given your lesson/session:

1. Gave out information:	Yes	No
2. Gave an explanation(s)	Yes	No
3. Gave an instruction(s)	Yes	No
4. Gave guidance	Yes	No
5. Gave notes	Yes	No
6. Asked students to work with notes	Yes	No
7. Asked students to read	Yes	No
8. Asked students questions	Yes	No
9. Involved students in a group discussion	Yes	No
10. Carried out or asked students to carry out a presentation	Yes	No
11. Carried out or asked students to carry out some revision	Yes	No
12. Worked with IT or asked students to work with IT	Yes	No
13. Other, please specify:		

Other:

(b) Please answer by circling Yes or No the following questions once you have given your lesson/session:

- | | | |
|--|-----|----|
| 1. Did you require to students to develop terminology | Yes | No |
| 2. Did you required students to memorise content | Yes | No |
| 3. Did you teach something new | Yes | No |
| 4. Did you ask students to provide an alternative view point | Yes | No |
| 5. Did you required students to consolidate knowledge | Yes | No |
| 6. Did you required students to develop new ideas | Yes | No |
| 7. Did you required students to critically evaluate their work | Yes | No |
| 8. Did you required students to construct any explanation(s) | Yes | No |
| 9. Did you required students to solve a problem | Yes | No |
| 10. Did you require students to apply theory to practice | Yes | No |
| 11. Other, please specify: | | |

Other:

(c) Please rate on a scale of 1 (not at all) to 3 (to a large extent) whether the following occurred during your day in college (tick only one column):

No	Statement	1	2	3
1	Provided an opportunity for students to use the college library			
2	Provided an opportunity for students to use the Computer labs			
3	Provided an opportunity for students to work independently			
4	Provided an opportunity for students to work as part of a team			
5	Provided an opportunity for students to receive feedback/help/support from yourself			
6	Provided an opportunity for students to receive feedback/help/support from other students			

Please summarise what you achieved during this session at college.
(This should be completed after your lesson or session in college)

Please return this form to the office. This form will be treated with strict confidence and will only be used for research purposes.

APPENDIX N2

CASE STUDY LECTURER DIARY SUMMARY OF RESULTS

4 lectures completed two sheets one near the start of term and one in the middle
Total Number of respondents (N) = 8 (i.e. 8 sheets completed)

Please complete this page.

*The lecturers were asked to complete the diary sheet for specific sessions to ensure fair comparison with the Nairobi university lecturers. Only face-to-face **lesson /tutorial/seminar (not a lecture)** sessions were chosen, as this was the main teaching interaction at the college and at the University of Nairobi that would create the type of interactive environment under test.*

Please summarise your expectations and what you hope to teach during this session at college.

(This should be completed prior to your lesson or session in college)

All were related to meeting the syllabus objectives as laid down by the University of London External Programme. Students were reminded of the materials from the University of London External Programme online support.

(a) Please answer by circling Yes or No the following questions once you have given your lesson/session:

No	Activity:	Yes:	No:
1	Gave out information	8	0
2	Gave an explanation(s)	8	0
3	Gave an instruction(s)	8	0
4	Gave guidance	8	0
5	Gave notes	5	3
6	Asked students to work with notes	5	3
7	Asked students to read	2	6
8	Asked students questions	8	0
9	Involved students in a group discussion	7	1
10	Carried out or asked students to carry out a presentation	4	4
11	Carried out or asked students to carry out some revision	6	2
12	Worked with IT or asked students to work with IT	2	6
13	Other, please specify:		

Q's (a): 1 to 12 measured the level of interactivity between the lecturer and the student.

Other:

(b) Please answer by circling Yes or No the following questions once you have given your lesson/session:

No	Activity:	Yes	No
1	Did you require to students to develop terminology	7	1
2	Did you required students to memorise content	3	5
3	Did you teach something new	8	0
4	Did you ask students to provide an alternative view point	5	3
5	Did you required students to consolidate knowledge	4	4
6	Did you required students to develop new ideas	8	0
7	Did you required students to critically evaluate their work	4	4
8	Did you required students to construct any explanation(s)	2	6
9	Did you required students to problem solve	7	1
10	Did you require students to apply theory to practice	7	1
11	Other, please specify:		

Q's (b): 1 to 10 measured the level of intellectual demand made on the student.

Other:

(c) Please rate on a scale of 1 (not at all) to 3 (to a large extent) whether the following occurred during your day in college (tick only one column):

No	Statement	1	2	3
1	Provided an opportunity for students to use the college library	0	2	6
2	Provided an opportunity for students to use the Computer labs	1	2	5
3	Provided an opportunity for students to work independently	4	1	3
4	Provided an opportunity for students to work as part of a team	2	0	6
5	Provided an opportunity for students to receive feedback/help/support from yourself	0	3	5
6	Provided an opportunity for students to receive feedback/help/support from other students	4	0	4

Q's(c): 1 to 6 measured the level of use of the college environment promoted by the lecturers.

Please summarise what you achieved during this session at college.
(This should be completed after your lesson or session in college)

--

APPENDIX N3

UNIVERSITY OF NAIROBI LECTURER DIARY

Please complete this page.

Please enter PIN as provided: _____

Important note, please read carefully:

This page of your diary should only apply to a face-to-face lesson /tutorial/seminar (not a lecture) and not to a session working with a student on a distance-learning module. You will be asked to complete this diary page on a specific day.

Day: _____ Date: _____

Please summarise your expectations and what you hope to teach during this session at university.

(This should be completed prior to your lesson or session at university)

(a) Please answer by circling Yes or No the following questions once you have given your lesson/session:

14. Gave out information:	Yes	No
15. Gave an explanation(s)	Yes	No
16. Gave an instruction(s)	Yes	No
17. Gave guidance	Yes	No
18. Gave notes	Yes	No
19. Asked students to work with notes	Yes	No
20. Asked students to read	Yes	No
21. Asked students questions	Yes	No
22. Involved students in a group discussion	Yes	No
23. Carried out or asked students to carry out a presentation	Yes	No
24. Carried out or asked students to carry out some revision	Yes	No
25. Worked with IT or asked students to work with IT	Yes	No
26. Other, please specify:		

Other:

(b) Please answer by circling Yes or No the following questions once you have given your lesson/session:

- | | | |
|---|-----|----|
| 12. Did you require to students to develop terminology | Yes | No |
| 13. Did you required students to memorise content | Yes | No |
| 14. Did you teach something new | Yes | No |
| 15. Did you ask students to provide an alternative view point | Yes | No |
| 16. Did you required students to consolidate knowledge | Yes | No |
| 17. Did you required students to develop new ideas | Yes | No |
| 18. Did you required students to critically evaluate their work | Yes | No |
| 19. Did you required students to construct any explanation(s) | Yes | No |
| 20. Did you required students to problem solve | Yes | No |
| 21. Did you require students to apply theory to practice | Yes | No |
| 22. Other, please specify: | | |

Other:

(c) Please rate on a scale of 1 (not at all) to 3 (to a large extent) whether the following occurred during your day in college (tick only one column):

Statement	1	2	3
Provided an opportunity for students to use the college library			
Provided an opportunity for students to use the Computer labs			
Provided an opportunity for students to work independently			
Provided an opportunity for students to work as part of a team			
Provided an opportunity for students to receive feedback/help/support from yourself			
Provided an opportunity for students to receive feedback/help/support from other students			

Please summarise what you achieved during this session at college.
(This should be completed after your lesson or session in college)

Please return this form to Professor K. D. Singh of the Department of Economics. This form will be treated with strict confidence and will only be used for research purposes.

APPENDIX N4

CASE STUDY UNIVERSITY OF NAIROBI LECTURER DIARY SUMMARY OF RESULTS

4 lectures completed two sheets one near the start of term and one in the middle
Total Number of respondents (N) = 8 (i.e. 8 sheets completed)

Please complete this page.

*The University lecturers were asked to complete the diary sheet for specific sessions to ensure fair comparison with the college lecturers. Only face-to-face **lesson/tutorial/seminar (not a lecture)** sessions were chosen, as this was the main teaching interaction at the college and at the University of Nairobi that would create the type of interactive environment under test.*

Please summarise your expectations and what you hope to teach during this session at university.

(This should be completed prior to your lesson or session at university)

All were related to meeting the syllabus objectives as laid down by the University of Nairobi.

(a) Please answer by circling Yes or No the following questions once you have given your lesson/session:

No	Activity:	Yes:	No:
1	Gave out information	8	0
2	Gave an explanation(s)	8	0
3	Gave an instruction(s)	6	2
4	Gave guidance	7	1
5	Gave notes	3	5
6	Asked students to work with notes	2	6
7	Asked students to read	0	8
8	Asked students questions	4	4
9	Involved students in a group discussion	5	3
10	Carried out or asked students to carry out a presentation	6	2
11	Carried out or asked students to carry out some revision	0	8
12	Worked with IT or asked students to work with IT	0	8
13	Other, please specify:		

Q's (a): 1 to 12 measured the level of interactivity between the lecturer and the student

Other:

(b) Please answer by circling Yes or No the following questions once you have given your lesson/session:

No	Activity:	Yes	No
1	Did you require to students to develop terminology	7	1
2	Did you required students to memorise content	3	5
3	Did you teach something new	8	0
4	Did you ask students to provide an alternative view point	4	4
5	Did you required students to consolidate knowledge	6	2
6	Did you required students to develop new ideas	2	6
7	Did you required students to critically evaluate their work	3	5
8	Did you required students to construct any explanation(s)	1	7
9	Did you required students to problem solve	7	1
10	Did you require students to apply theory to practice	3	5
11	Other, please specify:		

Q's (b): 1 to 10 measured the level of intellectual demand made on the student.

Other:

(c) Please rate on a scale of 1 (not at all) to 3 (to a large extent) whether the following occurred during your day in college (tick only one column):

No	Statement	1	2	3
1	Provided an opportunity for students to use the college library	3	2	3
2	Provided an opportunity for students to use the Computer labs	5	1	2
3	Provided an opportunity for students to work independently	4	1	3
4	Provided an opportunity for students to work as part of a team	4	0	4
5	Provided an opportunity for students to receive feedback/help/support from yourself	2	1	5
6	Provided an opportunity for students to receive feedback/help/support from other students	8	0	0

Q's(c): 1 to 6 measured the level of engagement with the college environment by the student

Please summarise what you achieved during this session at college.
(This should be completed after your lesson or session in college)

--

APPENDIX O1

STUDENT DIARY

Please enter PIN as provided: _____

Important note, please read carefully:

This page of your diary should only apply to a face-to-face lesson /tutorial/seminar (not a lecture) and not to a session working on your own on a distance-learning module. You will be told when to complete this diary page.

Please summarise you expectations and what you hope to learn during this session at college.

(This should be completed prior to your lesson or session in college)

(a) Please answer by circling Yes or No the following questions once you have completed your lesson/session:

- | | | |
|---|-----|----|
| 1. Received information: | Yes | No |
| 2. Received an explanation | Yes | No |
| 3. Received an instruction | Yes | No |
| 4. Received guidance | Yes | No |
| 5. Asked to take notes | Yes | No |
| 6. Asked to work with notes | Yes | No |
| 7. Asked to read | Yes | No |
| 8. Asked questions | Yes | No |
| 9. Involved in a group discussion | Yes | No |
| 10. Carried out a presentation | Yes | No |
| 11. Carried out or asked to carry out some revision | Yes | No |
| 12. Worked with IT or asked to work with IT | Yes | No |
| 13. Other, please specify: | | |

Other:

(b) Please answer by circling Yes or No the following questions once you have had your lesson:

- | | | |
|--|-----|----|
| 1. Were you required to develop your terminology | Yes | No |
| 2. Were you required to memorise content | Yes | No |
| 3. Did you understand something new by the end | Yes | No |
| 4. Were you asked to provide an alternative view point | Yes | No |
| 5. Were you required to consolidate your knowledge | Yes | No |
| 6. Were you required to produce new ideas | Yes | No |
| 7. Were you required to critically evaluate the work | Yes | No |
| 8. Were you required to construct your own explanation | Yes | No |
| 9. Were you required to solve a problem | Yes | No |
| 10. Did you apply theory to practice | Yes | No |
| 11. Other, please specify: | | |

Other:

(c) Please rate on a scale of 1 (not at all) to 3 (to a large extent) whether the following occurred during your day in college (tick only one column):

No	Statement	1	2	3
1	Used the college library			
2	Used the Computer labs			
3	Worked independently			
4	Worked as part of a team			
5	Received feedback/help/support from lecturers			
6	Received feedback/help/support from other students			

(d) Please answer by circling Yes or No the following questions reflecting on your experience this week at the college:

- | | | |
|--|-----|----|
| 1. Do you have a syllabus for the work you are currently studying? | Yes | No |
| 2. Is the course syllabus well written? | Yes | No |
| 3. Do the lecturers motivate you to learn? | Yes | No |
| 4. Do you talk to lecturers outside the classroom about your course? | Yes | No |
| 5. Do you talk to students outside the classroom about your course? | Yes | No |
| 6. Do the course materials being provided help you to learn? | Yes | No |
| 7. Did you receive enough face-to-face teaching this week? | Yes | No |

Please summarise what you learnt during this session at college.

(This should be completed after your lesson or session in college)

Please return this form to the office. This form will be treated with strict confidence and will only be used for research purposes.

APPENDIX O2

CASE STUDY SIMBA COLLEGE STUDENT DIARY SUMMARY OF RESULTS

14 students completed two sheets one near the start of term and one in the middle
Total Number of respondents (N) = 28 (i.e. 28 sheets completed)

*The students were asked to complete the diary sheet for specific sessions to ensure fair comparison with the University of Nairobi students. Only face-to-face **lesson /tutorial/seminar (not a lecture)** sessions were chosen, as this was the main teaching interaction at the college and at the University of Nairobi that would create the type of interactive environment under test.*

Please summarise your expectations and what you hope to learn during this session at college.

(This should be completed prior to your lesson or session in college)

- (a) Please answer by circling Yes or No the following questions once you have completed your lesson/session:

No	Activity:	Yes:	No:
1	Received information	28	0
2	Received an explanation(s)	28	0
3	Received an instruction(s)	22	6
4	Received guidance	27	1
5	Asked to take notes	24	4
6	Asked to work with notes	19	9
7	Asked to read	12	16
8	Asked questions	28	0
9	Involved in a group discussion	28	0
10	Carried out a presentation	19	9
11	Carried out or asked to carry out some revision	28	0
12	Worked with IT or asked to work with IT	20	8
13	Other, please specify below:		

Q's (a): 1 to 12 measured the level of interactivity between the lecturer and the student.

Other:

- (b) Please answer by circling Yes or No the following questions once you have had your lesson:

No	Activity:	Yes	No
1	Were you required to develop terminology	22	6
2	Were you required to memorise content	26	2
3	Did you understand something new by the end	26	2
4	Were you asked to provide an alternative view point	24	4
5	Were you required to consolidate knowledge	18	10
6	Were you required to produce new ideas	16	12
7	Were you required to critically evaluate the work	27	1
8	Were you required to construct your own explanation	23	5
9	Were you required to solve a problem	28	0
10	Did you apply theory to practice	17	11
11	Other, please specify:		

Q's (b): 1 to 10 measured the level of intellectual demand made on the student.

Other:

- (c) Please rate on a scale of 1 (not at all) to 3 (to a large extent) whether the following occurred during your day in college (tick only one column):

No	Statement	1	2	3
1	Used the college library	2	0	26
2	Used the Computer labs	0	0	28
3	Worked independently	0	0	28
4	Worked as part of a team	1	8	19
5	Received feedback/help/support from lecturers	2	4	22
6	Received feedback/help/support from other students	0	2	26

Q's(c): 1 to 6 measured the level of engagement with the college environment by the student.

- (d) Please answer by circling Yes or No the following questions reflecting on your experience this week at the college:

No	Question:	Yes	No
1	Do you have a syllabus for the work you are currently studying?	28	0
2	Is the course syllabus well written?	22	6
3	Do the lecturers motivate you to learn?	20	8
4	Do you talk to lecturers outside the classroom about your course?	28	0
5	Do you talk to students outside the classroom about your course?	28	0
6	Do the course materials being provided help you to learn?	18	10
7	Did you receive enough face-to-face teaching this week?	16	12

Q's (d): 1 to 7 measured the level of connection with the courses.

Please summarise what you learnt during this session at college.

(This should be completed after your lesson or session in college)

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APPENDIX O3

STUDENT DIARY UNIVERSITY OF NAIROBI

Please enter PIN as provided: _____

Important note, please read carefully:

This page of your diary should only apply to a face-to-face lesson /tutorial/seminar (not a lecture) and not to a session working on your own on a distance-learning module. You will be told when to complete this diary page.

Day: _____ Date: _____

Please summarise your expectations and what you hope to learn during this session at university.

(This should be completed prior to your lesson or session in university)

(a) Please answer by circling Yes or No the following questions once you have completed your lesson/session:

- | | | |
|---|-----|----|
| 1. Received information: | Yes | No |
| 2. Received an explanation | Yes | No |
| 3. Received an instruction | Yes | No |
| 4. Received guidance | Yes | No |
| 5. Asked to take notes | Yes | No |
| 6. Asked to work with notes | Yes | No |
| 7. Asked to read | Yes | No |
| 8. Asked questions | Yes | No |
| 9. Involved in a group discussion | Yes | No |
| 10. Carried out a presentation | Yes | No |
| 11. Carried out or asked to carry out some revision | Yes | No |
| 12. Worked with IT or asked to work with IT | Yes | No |
| 13. Other, please specify: | | |

Other:

(b) Please answer by circling Yes or No the following questions once you have had your lesson:

- | | | |
|--|-----|----|
| 1. Were you required to develop your terminology | Yes | No |
| 2. Were you required to memorise content | Yes | No |
| 3. Did you understand something new by the end | Yes | No |
| 4. Were you asked to provide an alternative view point | Yes | No |
| 5. Were you required to consolidate your knowledge | Yes | No |
| 6. Were you required to produce new ideas | Yes | No |
| 7. Were you required to critically evaluate the work | Yes | No |
| 8. Were you required to construct your own explanation | Yes | No |
| 9. Were you required to solve a problem | Yes | No |
| 10. Did you apply theory to practice | Yes | No |
| 11. Other, please specify: | | |

Other:

(c) Please rate on a scale of 1 (not at all) to 3 (to a large extent) whether the following occurred during your day at university (tick only one column):

No	Statement	1	2	3
1	Used the university library			
2	Used the Computer labs			
3	Worked independently			
4	Worked as part of a team			
5	Received feedback/help/support from lecturers			
6	Received feedback/help/support from other students			

(d) Please answer by circling Yes or No the following questions reflecting on your experience this week at the college:

- | | | |
|---|-----|----|
| 8. Do you have a syllabus for the work you are currently studying? | Yes | No |
| 9. Is the course syllabus well written? | Yes | No |
| 10. Do the lecturers motivate you to learn? | Yes | No |
| 11. Do you talk to lecturers outside the classroom about your course? | Yes | No |
| 12. Do you talk to students outside the classroom about your course? | Yes | No |
| 13. Do the course materials being provided help you to learn? | Yes | No |
| 14. Did you receive enough face-to-face teaching this week? | Yes | No |

Please summarise what you learnt during this session at university.
(This should be completed after your lesson or session in university)

Please return this form to Professor K. D. Singh of the Department of Economics. This form will be treated with strict confidence and will only be used for research purposes.

APPENDIX O4

CASE STUDY UNIVERSITY OF NAIROBI STUDENT DIARY SUMMARY OF RESULTS

14 students completed two sheets one near the start of term and one in the middle
Total Number of respondents (N) = 28 (i.e. 28 sheets completed)

Please complete this page:

*The students were asked to complete the diary sheet for specific sessions to ensure fair comparison with the college students. Only face-to-face **lesson /tutorial/seminar (not a lecture)** sessions were chosen, as this was the main teaching interaction at the college and at the University of Nairobi that would create the type of interactive environment under test.*

Please summarise your expectations and what you hope to learn during this session at university.

(This should be completed prior to your lesson or session in university)

- (a) Please answer by circling Yes or No the following questions once you have completed your lesson/session:

No	Activity:	Yes:	No:
1	Received information	28	0
2	Received an explanation(s)	28	0
3	Received an instruction(s)	18	10
4	Received guidance	15	13
5	Asked to take notes	5	23
6	Asked to work with notes	3	25
7	Asked to read	0	28
8	Asked questions	17	11
9	Involved in a group discussion	12	16
10	Carried out a presentation	8	20
11	Carried out or asked to carry out some revision	9	19
12	Worked with IT or asked to work with IT	0	28
13	Other, please specify:		

Q's (a) 1 to 12 measured the level of interactivity between the lecturer and the student.

Other:

- (b) Please answer by circling Yes or No the following questions once you have had your lesson:

No	Activity:	Yes	No
1	Were you required to develop terminology	26	2
2	Were you required to memorise content	28	0
3	Did you understand something new by the end	28	0
4	Were you asked to provide an alternative view point	14	14
5	Were you required to consolidate knowledge	20	8
6	Were you required to produce new ideas	12	16
7	Were you required to critically evaluate the work	15	13
8	Were you required to construct your own explanation	19	9
9	Were you required to solve a problem	0	28
10	Did you apply theory to practice	1	27
11	Other, please specify:		

Q's 1 to 10 measured the level of intellectual demand made on the student.

Other:

- (c) Please rate on a scale of 1 (not at all) to 3 (to a large extent) whether the following occurred during your day in university (tick only one column):

No	Statement	1	2	3
1	Used the university library	6	0	22
2	Used the Computer labs	24	0	4
3	Worked independently	7	0	21
4	Worked as part of a team	12	10	6
5	Received feedback/help/support from lecturers	24	0	4
6	Received feedback/help/support from other students	20	1	7

Q's(c): 1 to 6 measured the level of engagement with the university environment by the student

- (d) Please answer by circling Yes or No the following questions reflecting on your experience this week at the college:

No	Question:	Yes	No
1	Do you have a syllabus for the work you are currently studying?	16	12
2	Is the course syllabus well written?	12	16
3	Do the lecturers motivate you to learn?	20	8
4	Do you talk to lecturers outside the classroom about your course?	15	13
5	Do you talk to students outside the classroom about your course?	20	8
6	Do the course materials being provided help you to learn?	17	11
7	Did you receive enough face-to-face teaching this week?	24	4

Q's(d): 1 to 7 measured the level of connection with the courses.

Please summarise what you learnt during this session at university.
(This should be completed after your lesson or session in university)

APPENDIX P

PRODUCT-MOMENT CORRELATION COEFFICIENT
 QUESTIONNAIRE INTERVIEW INTERNAL RELIABILITY
 KENYAN AND UK LECTURERS PRIOR COLLEGE
 OPENING

Question Numbers	X	y	$x*x$	$y*y$	$x*y$
(a)Q23 and 24 vs Q13	18	3	324	9	54
(b)Q23 and 24 vs Q13	15	2	225	4	30
(c)Q23 and 24 vs Q13	14	2	196	4	28
(d)Q23 and 24 vs Q13	18	3	324	9	54
(e)Q23 and 24 vs Q13	13	2	169	4	26
(f)Q23 and 24 vs Q13	16	3	256	9	48
(g)Q23 and 24 vs Q13	15	3	225	9	45
(h)Q23 and 24 vs Q13	21	3	441	9	63
(i)Q23 and 24 vs Q13	23	3	529	9	69
			0	0	0
			0	0	0
			0	0	0
			0	0	0
			0	0	0
SUM:	153	24	2689	66	417

COUNT:	9	9			
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MEAN:	17	2.66667	
S.XY	1		
S.X*S.X	9.777778		3.126944
S.Y*S.Y	0.222222		0.4714045

r =	0.6784
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APPENDIX P2
PRODUCT-MOMENT CORRELATION COEFFICIENT
QUESTIONNAIRE INTERVIEW INTERNAL RELIABILITY
STUDENTS PRIOR TO COLLEGE
OPENING

Question Number	x	y	x*x	y*y	x*y
(a)Q29, 30 and 36 vs Q11	76	11	5776	121	836
(b)Q29, 30 and 36 vs Q11	64	8	4096	64	512
(c)Q29, 30 and 36 vs Q11	27	4	729	16	108
(d)Q29, 30 and 36 vs Q11	49	7	2401	49	343
(e)Q29, 30 and 36 vs Q11	35	3	1225	9	105
(f)Q29, 30 and 36 vs Q11	35	4	1225	16	140
(g)Q29, 30 and 36 vs Q11	28	2	784	4	56
(h)Q29, 30 and 36 vs Q11	9	1	81	1	9
(i)Q29, 30 and 36 vs Q11	39	4	1521	16	156
(j)Q29, 30 and 36 vs Q11	30	7	900	49	210
(k)Q29, 30 and 36 vs Q11	36	10	1296	100	360
(l)Q29, 30 and 36 vs Q11	42	12	1764	144	504
(a)Q30, 31 and 39 vs Q12	82	12	6724	144	984
(b)Q30, 31 and 39 vs Q12	85	12	7225	144	1020
(c)Q30, 31 and 39 vs Q12	77	9	5929	81	693
(d)Q30, 31 and 39 vs Q12	85	12	7225	144	1020
(e)Q30, 31 and 39 vs Q12	84	12	7056	144	1008
(f)Q30, 31 and 39 vs Q12	89	12	7921	144	1068
(g)Q30, 31 and 39 vs Q12	64	8	4096	64	512
(h)Q30, 31 and 39 vs Q12	82	5	6724	25	410
(i)Q30, 31 and 39 vs Q12	62	10	3844	100	620
SUM:	1180	165	78542	1579	10674
COUNT:	21	21			
MEAN:	56.190476	7.8571429			
S.XY	66.789116				
S.X*S.X	582.72562		24.13971		
S.Y*S.Y	13.455782		3.668212		

r=	0.754257
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APPENDIX P3

PRODUCT-MOMENT CORRELATION COEFFICIENT

QUESTIONNAIRE INTERVIEW INTERNAL RELIABILITY STUDENTS BEFORE TERM 1

Question Number	x	y	x*x	y*y	x*y
(a)Q23 vs Q12	14	4	196	16	56
(b)Q23 vs Q12	14	4	196	16	56
(c)Q23 vs Q12	11	2	121	4	22
(d)Q23 vs Q12	14	4	196	16	56
(e)Q23 vs Q12	14	4	196	16	56
(f)Q23 vs Q12	14	4	196	16	56
(g)Q23 vs Q12	9	2	81	4	18
(h)Q23 vs Q12	10	1	100	1	10
(i)Q23 vs Q12	8	2	64	4	16
(j)Q23 vs Q12	7	2	49	4	14
(k)Q23 vs Q12	11	2	121	4	22
(l)Q23 vs Q12	13	2	169	4	26
(m)Q23 vs Q12	12	2	144	4	24
(n)Q23 vs Q12	10	1	100	1	10
			0	0	0
SUM:	161	36	1929	110	442
COUNT:	14	14			

MEAN:	11.5	2.57143	
S.XY	2		
S.X*S.X	5.5357143		2.35281
S.Y*S.Y	1.244898		1.11575

r=	0.7619
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APPENDIX P4
PRODUCT-MOMENT CORRELATION COEFFICIENT
DIARY INTERNAL RELIABILITY STUDENTS
/LECTURERS TERM 1

Question Number	X	y	x*x	y*y	x*y
(a)Q1 vs (a)Q1	8	28	64	784	224
(a)Q2 vs (a)Q2	8	28	64	784	224
(a)Q3 vs (a)Q3	8	22	64	484	176
(a)Q4 vs (a)Q4	8	22	64	484	176
(a)Q5 vs (a)Q5	5	24	25	576	120
(a)Q6 vs (a)Q6	5	0	25	0	0
(a)Q7 vs (a)Q7	2	0	4	0	0
(a)Q8 vs (a)Q8	8	28	64	784	224
(a)Q9 vs (a)Q9	7	0	49	0	0
(a)Q10 vs (a)Q10	2	0	4	0	0
(a)Q11 vs (a)Q11	4	0	16	0	0
(a)Q12 vs (a)Q12	0	0	0	0	0
(a)Q13 vs (a)Q13	0	0	0	0	0
(a)Q14 vs (a)Q14	2	0	4	0	0
SUM:	67	152	447	3896	1144
COUNT:	14	14			

MEAN:	4.785714	10.85714	
S.XY	29.7551		
S.X*S.X	9.02551		3.0042487
S.Y*S.Y	160.4082		12.665234

r=	0.782
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APPENDIX Q

CHI-SQUARED TEST χ^2

SIMBA COLLEGE STUDENTS DIARY LEVEL OF INTERACTIVITY

Question Numbers	O	E	O - E	$(O - E)^2$	$(O - E)^2 / E$
(a)Q1	28	28	0	0	0
(a)Q2	28	28	0	0	0
(a)Q3	22	28	-6	36	1.285714286
(a)Q4	27	28	-1	1	0.035714286
(a)Q5	24	28	-4	16	0.571428571
(a)Q6	19	28	-9	81	2.892857143
(a)Q7	12	28	-16	256	9.142857143
(a)Q8	28	28		0	0
(a)Q9	28	28	0	0	0
(a)Q10	19	28	-9	81	2.892857143
(a)Q11	28	28	0	0	0
(a)Q12	20	28	-8	64	2.285714286
			0	0	
			0	0	
			0	0	
			0	0	
SUM:	283	336	-53	535	19.10714286

COUNT:	12	12			
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Chi-Squared:	19.10714286
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Number of Cells	12
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No. of restrictions 1

No. independent variables v 11

Test at 5%		
Chi-Squared less than:		19.6751
Chi-Squared:		19.10714286
H ₀		Not rejected

APPENDIX Q2

CHI-SQUARED TEST χ^2 **SIMBA COLLEGE STUDENTS DIARY LEVEL OF INTELLECTUAL DEMAND**

Question Numbers	O	E	O - E	(O - E) ²	(O - E) ² /E
(b)Q1	22	28	-6	36	1.285714286
(b)Q2	26	28	-2	4	0.142857143
(b)Q3	26	28	-2	4	0.142857143
(b)Q4	24	28	-4	16	0.571428571
(b)Q5	18	28	-10	100	3.571428571
(b)Q6	16	28	-12	144	5.142857143
(b)Q7	27	28	-1	1	0.035714286
(b)Q8	23	28	-5	25	0.892857143
(b)Q9	28	28	0	0	0
(b)Q10	17	28	-11	121	4.321428571
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
SUM:	227	280	-53	451	16.10714286

COUNT:	10	10			
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Chi-Squared:	16.10714286
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Number of Cells:	10
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No. of restrictions: 1

No. independent variables v: 9

Test at 5%		
Chi-Squared less than:		16.919
Chi-Squared:		16.10714286
H ₀		Not rejected

APPENDIX Q3

CHI-SQUARED TEST χ^2

SIMBA STUDENTS DIARY LEVEL OF ENGAGEMENT WITH THE COLLEGE ENVIRONMENT

Question Numbers	O	E	O - E	(O - E) ²	(O - E) ² /E
(c)Q1	26	28	-2	4	0.142857143
(c)Q2	28	28	0	0	0
(c)Q3	28	28	0	0	0
(c)Q4	19	28	-9	81	2.892857143
(c)Q5	22	28	-6	36	1.285714286
(c)Q6	26	28	-2	4	0.142857143
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
SUM:	149	168	-19	125	4.464285714

COUNT:	6	6			
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Chi-Squared:	4.4642857
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Number of Cells	6
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No. of restrictions 1

No. independent variables v 5

Test at 5%		
Chi-Squared less than:		11.0705
Chi-Squared:		4.464285714
H ₀		Not rejected

APPENDIX Q4

CHI-SQUARED TEST χ^2

SIMBA STUDENTS DIARY LEVEL OF ENGAGEMENT WITH COURSES

Question Numbers	O	E	O - E	(O - E) ²	(O - E) ² /E
(d)Q1	28	28	0	0	0
(d)Q2	22	28	-6	36	1.285714286
(d)Q3	20	28	-8	64	2.285714286
(d)Q4	28	28	0	0	0
(d)Q5	28	28	0	0	0
(d)Q6	18	28	-10	100	3.571428571
(d)Q7	16	28	-12	144	5.142857143
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
SUM:	160	196	-36	344	12.28571429

COUNT:	7	7			
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Chi-Squared:	12.28571
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Number of Cells	7
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No. of restrictions 1

No. independent variables v 6

Test at 5%		
Chi-Squared less than:		12.5916
Chi-Squared:		12.28571429
H ₀		Not rejected

APPENDIX Q5

CHI-SQUARED TEST χ^2 **NAIROBI UNIVERSITY STUDENTS DIARY LEVEL OF INTERACTIVITY**

Question Numbers	O	E	O - E	(O - E) ²	(O - E) ² /E
(a)Q1	28	28	0	0	0
(a)Q2	28	28	0	0	0
(a)Q3	18	28	-10	100	3.57142857
(a)Q4	15	28	-13	169	6.03571429
(a)Q5	5	28	-23	529	18.8928571
(a)Q6	3	28	-25	625	22.3214286
(a)Q7	0	28	-28	784	28
(a)Q8	17	28	-11	121	4.32142857
(a)Q9	12	28	-16	256	9.14285714
(a)Q10	8	28	-20	400	14.2857143
(a)Q11	9	28	-19	361	12.8928571
(a)Q12	0	28	-28	784	28
			0	0	
			0	0	
			0	0	
SUM:	143	336	-193	4129	147.464286

COUNT:	12	12			
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Chi Squared:	147.46429
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Number of Cells	12
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No. of restrictions	1
No. independent variables v	11

Test at 5%		
Chi-Squared less than:		19.6751
Chi-Squared:		147.464286
H ₀		Rejected

APPENDIX Q6

CHI-SQUARED TEST χ^2 **NAIROBI UNIVERSITY STUDENTS DIARY LEVEL OF INTELLECTUAL DEMAND**

Question Numbers	O	E	O - E	(O - E) ²	(O - E) ² / E
(b)Q1	26	28	-2	4	0.14285714
(b)Q2	28	28	0	0	0
(b)Q3	28	28	0	0	0
(b)Q4	14	28	-14	196	7
(b)Q5	20	28	-8	64	2.28571429
(b)Q6	12	28	-16	256	9.14285714
(b)Q7	15	28	-13	169	6.03571429
(b)Q8	19	28	-9	81	2.89285714
(b)Q9	0	28	-28	784	28
(b)Q10	1	28	-27	729	26.0357143
			0	0	
			0	0	
			0	0	
SUM:	163	280	-117	2283	81.5357143

COUNT:	10	10			
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Chi-Squared:	81.53571429
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Number of Cells	10
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No. of restrictions 1

No. independent variables v 9

Test at 5%		
Chi-Squared less than:		16.919
Chi-Squared:		81.5357143
H ₀		Rejected

APPENDIX Q7

CHI-SQUARED TEST χ^2

NAIROBI UNI STUDENTS DIARY LEVEL OF ENGAGEMENT WITH THE UNIVERSITY ENVIRONMENT

Question Numbers	O	E	O - E	(O - E) ²	(O - E) ² / E
(c)Q1	22	28	-6	36	1.285714286
(c)Q2	4	28	-24	576	20.57142857
(c)Q3	21	28	-7	49	1.75
(c)Q4	6	28	-22	484	17.28571429
(c)Q5	4	28	-24	576	20.57142857
(c)Q6	7	28	-21	441	15.75
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
SUM:	64	168	-104	2162	77.21428571

COUNT:	6	6			
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Chi-Squared:	77.21428571
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Number of Cells	6
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No. of restrictions 1

No. independent variables v 5

Test at 5%		
Chi-Squared less than:		11.0705
Chi-Squared:		77.21428571
H ₀		Rejected

APPENDIX Q8

CHI-SQUARED TEST χ^2 **NAIROBI UNIVERSITY STUDENTS DIARY LEVEL OF ENGAGEMENT WITH COURSES**

Question Numbers	O	E	O - E	(O - E) ²	(O - E) ² /E
(d)Q1	16	28	-12	144	5.142857143
(d)Q2	12	28	-16	256	9.142857143
(d)Q3	20	28	-8	64	2.285714286
(d)Q4	15	28	-13	169	6.035714286
(d)Q5	20	28	-8	64	2.285714286
(d)Q6	17	28	-11	121	4.321428571
(d)Q7	24	28	-4	16	0.571428571
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
SUM:	124	196	-72	834	29.78571429

COUNT:	7	7			
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Chi-Squared:	29.785714
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Number of Cells	7
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No. of restrictions	1
No. independent variables v	6

Test at 5%		
Chi-Squared must be less than:		12.5916
Chi-Squared:		29.78571429
H ₀		Rejected

SIMBA COLLEGE LECTURERS DIARY LEVEL OF INTERACTIVITY

Test at 5%		
Chi-Squared less than:		19.6751
Chi-Squared:		13.875
H_0		Not rejected

SIMBA COLLEGE LECTURERS DIARY LEVEL OF INTELLECT DEMANDED

Test at 5%		
Chi-Squared less than:		16.919
Chi-Squared:		13.125
H_0		Not rejected

APPENDIX Q11

CHI-SQUARED TEST χ^2

SIMBA LECTURERS DIARY LEVEL OF ENGAGEMENT OF STUDENT WITH ENVIRONMENT HIGH

Question Numbers	O	E	O - E	(O - E) ²	(O - E) ² /E
(c)Q1	6	8	-2	4	0.5
(c)Q2	5	8	-3	9	1.125
(c)Q3	3	8	-5	25	3.125
(c)Q4	6	8	-2	4	0.5
(c)Q5	5	8	-3	9	1.125
(c)Q6	4	8	-4	16	2
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
SUM:	29	48	-19	67	8.375

COUNT:	6	6			
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Chi Squared:	8.375
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Number of Cells	6
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No. of restrictions	1
No. independent variables v	5

Test at 5%		
Chi-Squared less than:		11.0705
Chi-Squared:		8.375
H ₀		Not rejected

APPENDIX Q12

CHI-SQUARED TEST χ^2 **UNIVERSITY OF NAIROBI LECTURERS DIARY LEVEL OF INTERACTIVITY**

Question Numbers	O	E	O - E	$(O - E)^2$	$(O - E)^2 / E$
(a)Q1	8	8	0	0	0
(a)Q2	8	8	0	0	0
(a)Q3	6	8	-2	4	0.5
(a)Q4	7	8	-1	1	0.125
(a)Q5	3	8	-5	25	3.125
(a)Q6	2	8	-6	36	4.5
(a)Q7	0	8	-8	64	8
(a)Q8	4	8	-4	16	2
(a)Q9	5	8	-3	9	1.125
(a)Q10	6	8	-2	4	0.5
(a)Q11	0	8	-8	64	8
(a)Q12	0	8	-8	64	8
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
SUM:	49	96	-47	287	35.875

COUNT:	12	12			
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Chi Squared:	35.875
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Number of Cells	12
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No. of restrictions 1

No. independent variables v 11

Test at 5%		
Chi-Squared must be less than:		19.6751
Chi-Squared:		35.875
H_0		Rejected

UNIVERSITY OF NAIROBI LECTURERS DIARY LEVEL OF INTELLECT DEMANDED

Test at 5%		
Chi-Squared less than:		16.919
Chi-Squared:		22.75
H ₀		Rejected

APPENDIX Q14

CHI-SQUARED TEST χ^2

UNIVERSITY OF NAIROBI LECTURERS DIARY LEVEL

OF ENGAGEMENT OF STUDENT WITH THE ENVIRONMENT WAS HIGH

Question Numbers	O	E	O - E	(O - E) ²	(O - E) ² / E
(c)Q1	3	8	-5	25	3.125
(c)Q2	2	8	-6	36	4.5
(c)Q3	3	8	-5	25	3.125
(c)Q4	4	8	-4	16	2
(c)Q5	5	8	-3	9	1.125
(c)Q6	0	8	-8	64	8
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
			0	0	
SUM:	17	48	-31	175	21.875

COUNT:	6	6			
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Chi Squared:	21.875
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Number of Cells	6
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No. of restrictions 1

No. independent variables v 5

Test at 5%		
Chi-Squared less than:		11.0705
Chi-Squared:		21.875
H ₀		Rejected

APPENDIX R

INSTITUTIONAL INFORMATION

Actual names have not been used. They are referred to by pseudonym or as interviewee 1, 2 etc.

INSTITUTIONAL VISITS

Name of institution, Contact, Description

Colleges and Universities:

- The University of London External Programme – Mrs D London, Manager, Institution Support Academic and Programme Development – UK courses - June 2000
- The Australian University Studies Institute (AUSI) - Mr A Sydney , Principal, Australian courses
- The African Virtual University (AVU) – Mrs A Virtual, Head of Institution - USA and Canadian courses via satellite internet link 2003 - 2004
- Nairobi University – Vice Chancellor, Subject Head of the Department of Economics coordinator 1999 - 2006
- Kenyatta University Distance Learning Centre - 2003, Deputy Vice Chancellor
- IAT – Institute of Advanced Technology –Computer College
- Informatics – IT and Business College - Principal
- Intel - IT College Sunderland Computer Studies Degree

Schools:

- Thor School – Mrs D Christopher
- Odin School - Mr J Njiru
- Zeus School - Mr P. Otieno

INTERVIEW PERSONNEL

DCMD Personnel

First Year Kenyatta Student

UK Institution representative interviewee 1 to 5

Kent, UCL, Middlesex, City College Manchester, Warwick

Local Institution representative interviewees before college development: 1 to 3
Nairobi University

Student interviewees before college development: 1 to 12 (all pseudonyms)

Moses, Chege, Joanna, Nduta, Kabeeria, Githendui, Rachel, Marcus, June, Isaac, Macharia, Thuku,

Nairobi University/Simba College Lecturer interviewees/diary start and end of term: A, B and C Also 1 to 4

Simba College student interviewees start and end of term 1: 1 to 4

Simba College student diary start and end of term 1: 1 to 14

Nairobi University student diary start and end of term 1: 1 to 14

SIMBA COLLEGE INSTITUTIONAL DOCUMENTATION

Simba College Prospectus

Simba College Fees

Simba College HND and Foundation Courses

Simba College Education Park